DOCUMENT RESUME

ED 212 078 EA 014 354

AUTHOR Fuller, Bruce; Lee, Ginny
TITLE Toward More Human Schools: Exemplary Efforts in Self-Concept, Human Values, Parenting, and School Climate. A Report to the California Legislature.
INSTITUTION California State Dept. of Education, Sacramento.
PUB DATE 81
NOTE 56p.
AVAILABLE FROM Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.75 prepaid; California residents must add sales tax).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Demonstration Programs; *Educational Environment; Elementary Secondary Education; *Humanistic Education; Instructional Improvement; *Parenthood Education; *Self Concept; *Values Education
IDENTIFIERS *California

ABSTRACT

The California Legislature asked the State Department of Education to identify good school programs in the areas of self-concept, interpersonal skills, and parenting. This report describes various ways schools have improved programs and extracts factors or elements common to all the improvement efforts. Reports of visits to 12 exemplary programs and schools are presented. Part 2 of the report briefly outlines general observations from the entire set of case studies. Part 3 then examines specific levels or paths for improvement and explores specific factors and curriculum areas. Part 4 reports the case studies and shows how implementation steps interact with local conditions to yield the unique content and organizational shapes of individual programs. Part 5 examines specific means for improvements--teacher skills, collective participation and discussion by teachers and parents, and resources. Part 6 contains resource and networking information. (Author/MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED212078

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TOWARD MORE HUMAN SCHOOLS

EA 014 354

CALIFORNIA STATE DEPARTMENT OF EDUCATION Wilson Riles Superintendent of Public Instruction • Sacramento 1981

TOWARD MORE HUMAN SCHOOLS

Exemplary Efforts in Self-Concept, Human Values, Parenting, and School Climate

A Report to the California Legislature

Prepared under the direction
of the Department of Education

By Bruce Fuller and Ginny Lee

Publishing Information

Toward More Human Schools was prepared for the California State Department of Education by Bruce Fuller and Ginny Lee in accordance with the provisions of Assembly Bill 1674, which was authored by Assemblyman John Vasconsellos. The document was edited by Theodore Smith and prepared for photo-offset production by the staff of the Department's Bureau of Publications, with artwork and design by Cheryl Shawver.

The report, which was printed by the Office of State Printing, was published by the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814, and distributed in accordance with the provisions of Assembly Bill 1674 and the Library Distribution Act.

1981

Copies of this publication are available for $1.75 each, plus sales tax for California residents, from Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802.

A partial list of publications that are available from the Department appears on page 51. A complete list of Department publications can be obtained by writing to the address given above.

Contents

Acknowledgments iv

Summary 1

Part 1/Introduction and Study Approach 2

- Study Approach and Organization 3
- Limitations of the Study 3

Part 2/General Findings and Environment 5

- General Findings 5
- State Action and Encouragement 6
- Goals for Human Learning 7
- Survey of Principals 8
- Existing Human Development Efforts 10

Part 3/Approaches to Improvement 13

- Level I: Teacher Styles and Values 13
- Level II: Student Self-Concept and Values 15
- Level III: Curriculum in Parenting, Human Sexuality, and Confluent Programs 16
- Level IV: School Climate 21

Part 4/Case Studies 23

- Bakersfield High School 23
- De Anza Junior High and Santa Barbara Junior High 25
- Dominguez High School 26
- Valley Alternative School 28
- Grape Street School 29
- San Jose High School 30
- Fresno Unified School District 31
- Open Road's Student Involvement Network 32
- Tulare Follow-Through Program 34
- OUTREACH—A Center for Independent Study 35
- Peninsula School 36
- Far West High Schooi 38

Part 5/Next Steps 39

Part 6/Resource and Networking Information 40

- A. Footnotes 40
- B. Additional Written Resources 42
- C. Bibliographies and Resource Lists on Self-Concept and Human Development 42
- D. Helpful People and Programs 43

Appendix 1 — Characteristics of Elementary and Secondary Schools Sampled 43

Appendix 2 — Factors Encouraging or Discouraging Efforts to Address Human Development Learning Goals 44

Appendix 3 — Copy of Survey Form Used in Study 45

Appendix 4 — Assembly Bill Requiring This Report 49

List of Tables

Table 1 — Seriousness of School Issues—Learning Priorities 9

Table 2 — Number of Students and Teachers in Human Development Programs 11

Table 3 — Methods for Addressing Human Learning Goals 12

Acknowledgments

Throughout this yearlong study, we have been assisted by numerous people, each in a unique way. They helped in adding clarity to our ideas, encouragement for our hearts, and necessary support with various production tasks. Those who direct and teach within the programs reported here gave us their time and displayed a warm commitment to young people. The lively energy of teachers and students added meaning and fun to our work.

Several Department of Education staff persons provided necessary support: Claire Quinlan, Pat McCabe, Tilana Green, Sue Toy, Earl Watson, and Vicki Hoffeditz. Throughout the study, many others helped set our direction and pushed for greater precision in our thoughts: Nel Noddings, Grace Hibma, Jim Olivero, Bob Reasoner, Art Costa, Ed Lewis, Greba Jackson, Vera Casey, Elizabeth Cohen, David W. Gordon, John Vasconcellos, Linda Bond, Patrick McCallum, Joe Roberts, and John Gilroy. Thanks also to Maxine Rodkin for inspiration. Thank you all.

GINNY LEE BRUCE FULLER

Summary

Assembly Bill 1674 (1978) asked the Department of Education to report on good school efforts that address (a) individual growth and enhancement of students' self-image, self-esteem, clarity of values, and sense of personal responsibility; and (b) improvement of human relationships, including interpersonal skills, parenting instruction, self-esteem, or values develophow these learning objectives are viewed by students, parents, and school staff. Findings based on past research and the authors' 1979 statewide survey of California school principals reveal that Californians involved with schools desire a balance between (1) the development of basic literacy skills; and (2) school environments and teachers that build students' self-confidence, values, and interpersonal competencies, as discussed in Part 2.

Reports of visits to 12 exemplary programs and schools are presented. These case studies reflect the diversity of local settings, learning priorities, and organizational focus evident among human development programs (Part 4).

An examination of several programs reveals certain common factors or characteristics. First, teachers, administrators, parents, and students act to establish parenting instruction, self-esteem, or values development programs when they feel collective ownership of the programs and when they receive supportive personal feedback or dollar resources. Teachers and other change agents are skilled in working with the content and inspirational process of human development curricula; they also know how to act collectively with others to implement improvements. Yet, the organizational structure and method of allocating school resources determine whether efforts to build these programs are recognized and rewarded. The School Improvement Program (SIP) appears useful in providing a school-level participatory process and resource allocation method which enable those involved to have broader ownership and collective decision making over school improvements (Part 2).

Various human development programs also share similar teacher styles and values, views of student self-concepts and values, approaches to improving overall school climate, and curriculum emphasis (Part 3).

Influenced by local learning priorities and teachers' own methods, the ways in which schools enhance students' self-esteem and interpersonal skills are diverse and complex. School initiatives in the human development area are often integrated with basic literacy instruction or addressed in varied organizational forms—from alternative schools to distinct programs within conventional school structures. Thus, proceeding from a uniform definition of "the problem" that is matched by the creation of a categorical program seems unwise. One "cookbook" method does not exist, and local priorities and methods vary enormously.

Yet, further progress is recommended in five areas: (1) dissemination of information on self-esteem and interpersonal skill development should be encouraged to help local educators; (2) careful thought should occur on how the Department of Education's school review process, within the consolidated categorical program, can better assess and assist local schools with human development curricula; (3) state-administered funds could be consolidated or better coordinated to reduce duplication and confusion at state and local levels, particularly in supporting parenting programs more effectively; (4) additional information about parenting programs for organizing and informing local communities could be developed by the Department of Education or a consortium of school programs; and (5) inquiry into students' views of their school's climate could be added to the California Assessment Program. Carefully piloted, such information could balance cognitive skill information currently collected (Part 5).

A variety of resources—both people and literature—are included to help create a network for local educators with similar interests (Part 6).

Findings point to a desire for balance between literacy skills and environments that promote human development.

Part 1/ Introduction and Study Approach

The California Legislature, in calling for this study, found that "the healthy development of human personality" is a major issue facing schools, parents, and youth. Assembly Bill 1674 (a copy of which appears on page v) requests that the Department of Education report on good school efforts addressing:

- Individual growth and enhancement of students' self-image, self-esteem, clarity of values, and sense of personal responsibility
- The improvement of human relationships—interpersonal skills, parenting, and human sexuality

The legislation also urges the Department to examine how these areas are interrelated and how parent participation in schools and staff development affect the implementation of program improvements.

The learning objectives specified in AB 1674 exist within a context of many other developmental goals of parents and schools. Nurturing self-esteem and improving human relationships are, nonetheless, individually viewed as high educational priorities by parents, teachers, and school principals. This finding is supported by quantified evidence that appeared in earlier national and California research and in the authors' recent statewide survey of school principals' views. Visits with many teachers, principals, and parents over the past year also support the survey results.

Educational concern with self-esteem and human relationships appears to stem, in part, from traditional values related to individuality and freedom. Americans have long preferred individual responsibility and self-determination to simply following institutionally prescribed ideology. Achievement of this traditional ideal relates to respect for oneself and respect for others' values.

The healthy development of the human personality is a major issue facing schools, parents, and youth.

Evolving social conditions, however, complicate this social philosophy. First, social values of youths' peer groups *and* of adults are very diverse. Beliefs are increasingly pluralistic about what constitutes a "good job," what role work should play in our lives, what the structure of families should be, and what are acceptable modes of expressing our sexuality. Regardless of their parents' views, youths are likely to see, and be required to choose from among, many different values and life-styles. The traditional emphasis on personal responsibility and individual choice remains helpful; yet, youths face, and daily respond to, a spectrum of diverse values.

Second, our society historically has included space and mobility in defining "quality of life." As housing and energy costs rise, we are becoming closer and more interdependent within our social communities. Skills helpful in improving human relationships may therefore become an increasingly valued resource. For example, a Gallup Poll of school attitudes reported that many parents believe "foreign relations" should be added as a basic skill because of growing global interdependence.(1)* A possibility is that greater potential in building meaningful friendships and supportive communities will offer a brighter alternative to anticipated diminished economic expectations.

Skills helpful in improving human relationships may therefore become an increasingly valued resource.

Third, many schools do not motivate their students and teachers. Low achievement levels and high dropout rates occur in many areas. Dropout rates frequently exceed 40 percent in urban high schools.(2) Throughout this study, the authors have tried to understand better the links between self-concept, school climate, and motivation to learn. The case studies report somewhat encouraging findings on how some schools are struggling with this issue. When students are responsive and curious, the teacher's working environment is much improved. Schoolwide and classroom efforts to improve self-concepts and human relationships can motivate and serve interests of students *and* teachers.

These perceptions were shared by many who were interviewed. Beyond these common social concerns, local conditions vary enormously. For example, Penin-

*The footnotes in this document appear in Part 6, which begins on page 40, and are keyed to the numbers shown in parentheses throughout the text.

sula School, located in an affluent Bay Area community, experiences economic realities that are very different from those confronting Dominguez High School in Compton. The survey data and case studies highlight similarities and differences in the circumstances within which schools are attempting improvements.

Study Approach and Organization

Assembly Bill 1674 asked the Department to identify good school programs in the areas of self-concept, interpersonal skills, and parenting. Through conversations with persons in various networks, we identified and visited 20 such programs. The 12 case studies in Part 4 of this report describe the findings. These programs are representative of the diverse curriculum priorities and organizational forms evident in the many more programs that we visited or read about. General observations from the entire set of case studies are outlined briefly in Part 2. The case studies, along with additional resource materials (Part 6), are intended for use in building stronger networks of people interested in similar school initiatives. If the reader is interested simply in looking at an array of ideas and learning about resource people, these sections of the report will be helpful.

However, this report fundamentally suggests that improving human development efforts, from enhancing school climate to developing parenting curricula, requires (a) careful awareness of the environment within which schools operate; and (b) thoughtful recognition and local discussion of factors influencing the success of various programs. How state-administered dollars and organized local efforts of teachers, principals, and parents come together varies enormously, as evidenced throughout the case studies. Yet, common elements of school programs recurred throughout the authors' visits and research. To learn about how these specific factors are delineated, the reader should see Part 3, which examines different ways of improving human development efforts:

Level I: Teacher styles and values
Level II: Student self-concept and values
Level III: Curriculum development in parenting, human sexuality, and confluent education
Level IV: School climate

The utility of all this information depends upon how schools and communities define and perceive "school and youth problems." Based on a decade of research, including the spring, 1979, survey of school principals, parents and school staff appear quite concerned with student motivation and self-concepts and with such interpersonal skill areas as parenting. Understanding the foregoing educational priorities seems critical to achieving a balance between them and concern with basic literacy skills. If the reader wants to think about how local efforts are part of the general environment surrounding schools, the discussion of the survey findings in Part 2 may be helpful.

This report, if read in its entirety, describes various ways schools have improved programs and extracts common factors or elements found across these efforts. There exists no right way or "cookbook" description of how magically to enhance students' self-concepts or social skills. This report is, instead, a first step in describing exciting initiatives of several schools and in pinpointing factors contributing to successful improvements.

Limitations of the Study

This report is constrained by the limitations of written words. The texture of activities in the schools we visited cannot be fully communicated. Full awareness of the energy and warmth of teachers, students, and parents, along with their frustrations, can result only from direct dialogue, not written review. Similarly,

Improving human development efforts requires an awareness of the environment within which schools operate and recognition of the factors that influence success of various programs.

written ideas usually provide only beginning points for local deliberation and adaptation. The rational, sequential, and testable character of reading or mathematics, for example, often defines the character of learning in these subjects. In contrast, the "content" of improving self-esteem or examining parenting involves, for example, teachers' ability to facilitate open discussion, not that of following an orderly curriculum guide. These important but subtle ways of being with students are best explored in direct discussion and through participation in local implementation efforts. This report, then, is only a tool to help spread written ideas and names of resource persons.

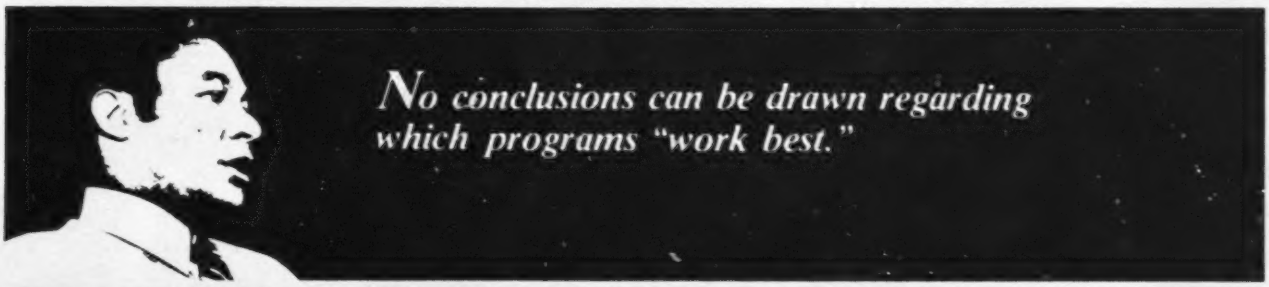
The utility of the information in this report depends on how schools and communities define and perceive "school and youth problems."

Second, this report describes programs and methods; it does not deal with evaluation research. Little sound evaluation of outcomes resulting from carefully compared approaches has occurred. Evaluation activity in the future could clarify program models and blend well with more abundant research on school climate factors which influence self-esteem and achievement.(3)

No conclusions can be drawn regarding which programs "work best." Given the resources allocated for the study, the authors chose to outline the scope of the field, identify good programs, and distinguish central questions involved in implementing local improvements. The 1979 statewide survey of school principals reports general patterns *and* delineates specific issues regarding school environment which may be of use in exploring the areas of self-concept and human relationships.

Finally, we were unable to examine how some important curriculum areas enhance students' self-concept and development of social relationships. For example, multicultural education, including bilingual programs, appears to focus extensively on human development areas. The authors have not explored in depth how cultural differences influence program content. In some instances, the meaning of "individual autonomy" or social values varies significantly among cultures. Hopefully, networks of people concerned with multicultural and bilingual programs will interact more with those knowledgeable about self-esteem and human relationships. An initial set of resource people and literature is included.(4)

Other highly relevant curriculum areas which the authors were unable to examine include applications in art education, environmental learning programs, and efforts to reduce anxiety some young women experience with mathematics.(5) Less separation among curriculum areas and stronger integration of shared themes and methods could result in broader-based change than change brought about by teachers acting independently within their individual curriculum areas.



Part 2/General Findings and Environment

The "big picture" drawn from this study contains two major pieces. First, a concise set of elements seems to reappear throughout the programs examined, though locally styled variations are nearly infinite. Second, the "big picture" includes more knowledge of the state and local community environments within which schools operate. This part of the report outlines these two general areas. Part 3 then examines specific levels or paths for improvement and explores specific factors and curriculum areas in more depth. Part 4 subsequently reports the case studies and shows how these shared implementation steps interact with local conditions to yield unique content and organizational shapes of individual programs.

General Findings

At several levels, the authors found considerable support for school efforts to improve student self-concepts and skills for human relationships. Despite current concern about basic literacy skills, parents and school staff continue to view motivation, self-concept, and social skills as very important. Discussed below in more depth, existing school programs in parenting, human relations, and values clarification are becoming more extensive. Where programs are working, as seen in the case studies, teachers, principals, parents, and students appear excited and optimistic.

The programs share one fundamental element: People involved feel their effort makes a difference. This sense of efficacy arises in different ways. Teachers' efforts at Peninsula School resulted in a strong sense of community with students and parents. A principal and teachers in Compton redesigned their reading program and saw renewed motivation among students. A district curriculum coordinator in Fresno successfully organized the community to build a parenting program and several child care centers. Frustrating setbacks often occurred; yet, success in gaining positive feedback from students or organizing to move "the system" and its resources is a clear component of the programs studied.

This personal sense of efficacy, felt by teachers, parents, principals, and district administrators, appears to result from the interaction of individuals with specific skills *and* a school structure which enables individuals at the local level to obtain and allocate necessary resources (dollars and ideas) for human development programs.

Most school initiatives studied began with voluntary efforts by a support group of two or three individuals involving teachers, parents, principals, or district staff. These individuals seemed to have skills in two areas. First, they had a clear image of the curriculum or school improvement they were pursuing. This goal could include establishing a parenting course, developing structured student meetings to explore individual values, or reshaping the school's reading program. Second, school people taking the initiative displayed considerable social skills in collectively deciding how to pursue implementation. These actions may have involved talking with the principal, other teachers, students, or parents. Or contacts with similar programs at other schools may have occurred to help in obtaining or checking out funding sources (if additional dollars were required). This skill in building a small support group seems very important.

The success of individual and collective efforts then rests on how "the system" responds to suggestions for change. When an individual teacher seeks to improve the climate or student discussions in his or her classroom, few constraints may exist. Broader improvements—for instance, efforts to enhance school climate—may depend on the degree of the principal's commitment or energy levels of other teachers. The skill of those taking the initative to build carefully their support network and to accommodate the views of others determines the extent to which resistance to change is reduced.

Parents and school staffs believe that motivation, self-concept, and social skills are very important. And people involved in effective school programs believe that their efforts do make a difference.

The degree to which "the system" responds depends largely on perceptions of learning goals and priorities held by parents, students, and school staff.

The state's method of financing school programs is a significant part of "the system," which may enhance or constrain local actors' perceptions that their efforts will make a difference. Schools participating in the School Improvement Program (Dominguez High School and Grape Street Elementary School) display a clear sense of collective decision making involving the principal, teachers, and community members. Because programs are matched with the availability of SIP and consolidated categorical funds, school staff feel influential in making changes. Similarly, the Tulare Follow-Through Program has nurtured a collective sense of efficacy among teachers and parents because they are involved in a participatory process to decide how to allocate program resources and how to implement program components. Further, staff development and financing schemes might better nurture both sets of skills: curriculum knowledge and experience in working collectively toward instructional improvements.

The decision-making process, beyond the influence of additional dollars, may be most critical. A participatory process provides social support for those desiring to pursue improvements and, through discussion with other school staff, helps these people clarify what and how school improvements might be accomplished. When school resources are allocated by an impersonal formula or a distant district office, not surprisingly, school site staff will likely feel little influence in making improvements.

The legislative requirement for this study was the result of past state policy concerns with improving school climate and students' self-esteem.

Whether individual school staff or parents decide to seek improvement and the degree to which "the system" responds depend largely on perceptions of learning goals and priorities held by parents, students, and school staff. For example, are efforts in the student self-concept, motivation, or parenting areas viewed as helpful in addressing "problems of schools"? Or, do such directions appear to compete with attention to basic literacy skills? Learning priorities also play an important role in how state and federal policymakers allocate school funds. Given current scarce dollars for education, where do funds exist to support human development and school climate efforts? These areas of the school's environment are examined next.

State Action and Encouragement

Educational policies and budget allocations emanating from Sacramento in the past decade have varied in their objectives and outcomes. However, AB 1674, which called for this study, was the result of past state policy concerns with improving school climate and students' self-esteem.

In 1969, the Legislature's Joint Committee on Educational Goals and Evaluation, working with the Department of Education, began facilitating broad-based discussion of educational goals within neighborhood schools. Reviewed below, this effort yielded early statewide evidence of strong parent and teacher priorities for human development goals and improvement of the school climate.

The Commission for Reform of Intermediate and Secondary Education (RISE), in 1975, urged that students' self-understanding, self-esteem, and attitude toward learning be high priority goals for California schools. The commission emphasized individualization and "personalizing" schools. The commission saw the dominant structure of existing schooling as inflexible and impersonal. (All of the commission's recommendations are contained in the *RISE Report,* which was published by the Department of Education in 1975.) During this period, several bills were introduced to expand and develop programs for teenage mothers and to improve instruction in parenting. Child care programs were also expanding through legislation, with high priority assigned to self-esteem and social skills of young children.

Assembly Bill 65, which revised the state's school finance system in 1977, reflected a culmination of policy-level interest. Prefacing authorization for the School Improvement Program (preceded by the Early Childhood Education Program), state law now urges schools to:

> . . . recognize that each pupil is a unique human being to be encouraged and assisted to learn, grow, and develop in his or her own manner to become a contributing and responsible member of society. . . [and] assist pupils to develop esteem of self and others, personal and social responsibility, critical thinking, and independent judgment.(6)

Local plans of schools participating in the School Improvement Program (SIP) must, in part, address ways for enhancing self-esteem and personal responsibility. A strategy for improving school climate must be emphasized, "including improvement of relationships between and among pupils, school personnel, parents, and the community . . ." The Governor's 1980-81 state budget projected annual SIP support at $120 million. Separate from these dollars, legislative articulation of human development learning goals signifies considerable policy-level support.

A portion of ESEA, Title IV-C, funds, totalling $13.7 million annually, has been allocated in the past by the Department of Education to support school climate improvement efforts. For example, following the RISE report, these funds were used to support programs to individualize instruction. The State Board of Education annually revises priorities for Title IV-C allocations.

Human development goals are also supported, in part, by almost $1 million in support of staff development activities, administered by the State Department of Education and a network of local teacher centers. Funds were augmented in 1978 to support bilingual staff development efforts.(7)

Proposition 13 and related controls on government spending have already affected these programs. Even core courses—for example, the Bakersfield parenting program (reported in Part 4)—have been cut back. Yet, even within this environment, progress in terms of additional resource support is possible. For instance, legislative support of high school parenting programs was expanded by $500,000 in the 1979-80 fiscal year.(8)

Goals for Human Learning

Surveys of parents', teachers', and principals' educational priorities consistently show a balance between literacy and human development goals. Recent polls of parents, conducted yearly by Gallup and the Kettering Foundation, reveal a clear concern for greater attention to basic literacy skills and "stricter discipline." Parents, however, also suggest schools would be better if teachers took a stronger "personal interest in each student" and improved their ability to "inspire and motivate" children and youth. Many parents also would like to assist teachers more in their children's learning.(9)

This support for balanced learning objectives is clear in surveys of Californians' views. In 1973, one survey reported Bay Area parents' top educational priorities were reading comprehension, self-concept development, and motivation toward learning. These priorities were generally stable when views of teachers, parents, and varied socioeconomic groups were compared.(10)

The legislative Joint Committee on Educational Goals and Evaluation, in 1975, reported statewide results of local goal-setting processes involving many districts. Participating districts involved parents, students, and teachers in discussing and deciding upon explicit school goals. Unified school districts reported their top five learning priorities to be (1) reading and writing skills; (2) math skills; (3) desire for learning; (4) oral and writing skills in English; and (5) developing pride in work and feelings of self-worth. Elementary districts ranked "self-worth" as the second priority behind reading skills. This pattern generally held across ethnic groups and regardless of whether schools were in rural or urban areas. "Self-respect" was ranked higher in districts with ethnic minority enrollments exceeding 25 percent.(11)

*The footnotes in this document appear in Part 6, which begins on page 40, and are keyed to the numbers shown in parentheses throughout the text.

Surveys of parents', teachers', and principals' educational priorities consistently show a balance between literacy and human development goals. And recent polls of parents reveal a clear concern for greater attention to basic literacy skills and "stricter discipline."

Survey of Principals

Do past surveys reflect current educational priorities within today's environment? This question was partially answered through the authors' survey of all California elementary and secondary (including junior high) school principals in the spring of 1979. The survey asked about learning priorities, size of existing human development programs, and factors which encourage or discourage improvements in these learning areas. The response rate was 36 percent for high school and 28 percent for elementary school principals. Sample sizes equal responses from 398 high schools and 1,608 elementary schools. These response rates suggest that some degree of self-selection occurred which should be recognized in interpreting the results. However, response rates for schools within typical categories (such as size, socioeconomic status, and rural-urban) were very similar.

Perceptions of students, teachers, and parents on these issues may be dissimilar. Limited time and resources for this study necessitated a survey of only principals. Because the principal is viewed as a key facilitator in determining support of humanistic learning and mobilizing efforts for schoolwide improvements, principals' views are fundamental. Each principal was asked to consult with a teacher in completing the questionnaire. Forty-two percent indicated they were assisted by at least one classroom teacher.

The principal is viewed as a key facilitator in determining support for humanistic learning and mobilizing efforts for schoolwide improvements.

Debates seem to focus on a desirable balance or integration of learning goals, not on pursuing one direction or the other.

In contrast to earlier surveys, this one did not inquire about general learning goals independent of each principal's existing school setting. Instead, the authors asked, "How serious are the following issues at your school?" Each response indicated a priority in either cognitive or broader human development areas. The question implied that the principal take into account the current balance of activities at his or her school; then at the margin, respond on how each goal was viewed as a priority.

Table 1 reports findings on the relative seriousness of school issues, reported separately for elementary and secondary school principals. Percents reported equal responses of "4" or "5" on a five-point scale. A response of "5" indicates a "very serious issue"; a response of "1" indicates "not a serious issue." The entire questionnaire appears in Appendix 3.

Student motivation is consistently viewed as a relatively serious issue, particularly in lower income schools. Deficiencies in skills emphasizing cognitive development, such as reading and writing, are also viewed as serious problems. This balance again confirms past assessments of learning priorities. Stable, simultaneous support of cognitive and affective learning goals over the past several years by parents, teachers, and principals is significant. This finding is somewhat counter to perceptions of an exclusive "back to basics" movement. The debate, which is indeed explicit at the schools that were visited, seems to focus on a desirable balance or integration of learning goals, not on pursuing one direction or the other.

Reponses from urban and rural school principals show few differences that are not foreshadowed by differences in school size. The factors of school size and rural-urban location are highly related for elementary schools. Therefore, redundant data for urban-rural groupings are not reported. However, the survey indicates, not surprisingly, that teacher morale is a more immediate problem in urban high schools as

TABLE 1

Seriousness of School Issues—Learning Priorities*

School issue†	Percent of schools indicating item to be a serious issue, by size and SES			
	School size		SES level	
	Small	Large	Low	High
Q. Please indicate how serious each issue is at your school.				
Reported: "very serious issue"				
a. Level of students' motivation				
Elementary	32	42	52	25
Secondary	70	62	76	61
b. Student criticism of others				
Elementary	25	26	32	22
Secondary	14	7	13	11
c. Level of parent involvement				
Elementary	34	39	50	24
Secondary	49	39	56	39
d. Level of computational skills				
Elementary	24	29	39	20
Secondary	62	43	64	50
e. Level of teacher morale				
Elementary	28	33	30	30
Secondary	18	51	37	24
f. Level of student self-confidence				
Elementary	19	23	31	16
Secondary	56	24	41	47
g. Level of reading/writing skills				
Elementary	30	43	58	22
Secondary	67	52	71	53
j. Knowledge of parenting/family				
Elementary	25	30	35	21
Secondary	58	27	45	43
l. Knowledge of different cultures				
Elementary	18	22	20	20
Secondary	43	28	37	37

*Cutoff points for school size and socioeconomic status (SES) increments for all tables are based on distribution of statewide populations. "Small" and "large" elementary schools represent schools with enrollments under 373 and over 556, respectively. Each increment includes one-third of all elementary schools statewide. School size increments for high schools equal less than 338 for small and more than 1,633 for large. Socioeconomic status (SES) is based on percent of residents in each school's service area receiving Aid to Families with Dependent Children (AFDC). "Low SES" and "High SES" cutoff points for elementary schools equal more than 15 percent and less than 6 percent on AFDC, respectively. For high schools, "high" and "low" equal less than 4 percent and more than 10 percent. Data for middle increments generally fall between the high and low, and thus are not reported. Response rates for any one increment deviate not more than 9 percent from the total response rate compared with statewide distributions (Appendix 1).

†The issues are cited here to correspond with the questionnaire. Therefore, the alphabetical arrangement may not be consecutive because of the deletion of some issue categories (e.g., h, i, k).

High school size may have less impact on interactions concerning academic matters than on interactions concerning personal problems and feelings.

compared to rural schools (43 percent indicating a very serious issue in urban, versus 29 percent in rural, high schools). Comparing this result with the findings in Table 1, one sees that low morale is associated more highly with school size than with socioeconomic conditions; both, however, seem to be important correlates.

Size effects in secondary schools differ significantly in some instances from elementary schools. For example, problems of student self-confidence and reading skills are perceived as more immediate by principals of small high schools. The reverse is true for principals of elementary schools. One explanation may be that in large high schools, principals become managers exclusively and are less aware of such problems. However, they appear very conscious of the teacher morale problem.

Existing Human Development Efforts

The 1979 principals' survey also asked about existing programs addressing self-esteem and interpersonal skills. These efforts include courses (psychology or art education for example) and programs somewhat wider in scope (parenting, peer tutoring, or multicultural education). Average numbers of students and teachers participating in such programs are reported in Table 2. Principals could also respond that such programs were not offered. Data are reported for those curriculum areas in which a significant proportion of schools offer programs. Variation exists within and between elementary and secondary school groups. For example, 30 percent of the high school principals report not offering a parenting and family living program (only 8 percent in larger, more urban schools). In contrast, very few elementary schools offer "parenting programs," but many explore human sexuality in classes. As indicated above, most urban-rural differences are also reflected when responses are grouped by size categories. Data in Table 2 do not necessarily represent statewide patterns; again effects of self-selection by those principals responding to the questionnaire may be significant.

Within both elementary and secondary schools, human development programs in low SES schools involve more students and teachers than are involved in similar programs in high SES schools. These programs include multicultural education, values exploration, interpersonal relations groups, parenting, and sexuality. However, this distribution is more a function of school size than of socioeconomic condition. Schools in the "low SES" increment are 37 percent larger than "high SES" schools (Appendix 1). Nevertheless, it is important to note that human development initiatives involve a similar *proportion* of students, regardless of socioeconomic condition. This evidence runs counter to the assumption by some that human development programs are found mostly in middle-class white schools. Rural school principals also report that efforts to address self-concepts and interpersonal skills involve similar proportions of students and teachers.

Principals were also asked how frequently teachers employed various interactive methods in addressing affective and social learning goals. Data in Table 3 indicate, logically, that large school size tends to reduce the interpersonal closeness between both teachers and students and teachers and parents. Again, differences between high and low socioeconomic (SES) groups are not apparent.

Interestingly, high school size may have less impact on interactions concerning academic matters than on interactions concerning personal problems and feelings. Frequency of interactions may be determined both by size conditions and internal attitudes/styles of teachers. As perceived by principals, small group discussions of personal feelings occur more frequently in rural schools than they do in urban schools. However, teacher interaction with individual students is no more frequent in rural schools than in urban schools. This finding supports the inference that while school factors, such as enrollment size, influence the opportunity for meaningful interaction, teachers' own values and styles operate somewhat independently to determine the frequency and content of small group and individual interactions.

The reader should understand that solid generalizations from these data must be limited. However, the survey findings help illuminate factors within the school environment that may be important to discuss in developing school improvements.

TABLE 2

Number of Students and Teachers in Human Development Programs

Program	Number of students/faculty in programs, by school size and SES level			
	School size		SES level	
	Small	Large	Low	High
Q. How many students/faculty are involved in each of the following programs?				
Reported: numbers of students/faculty*				
a. Exploration of personal values				
Elementary	171/8	431/17	323/13	278/12
Secondary	89/4	556/9	320/7	279/5
c. Independent study				
Secondary	70/4	87/8	70/5	94/6
d. Multicultural education				
Elementary	221/11	580/24	471/19	334/15
Secondary	73/4	458/13	309/11	176/5
f. Interpersonal relations groups				
Secondary	62/3	248/4	149/3	132/13
g. Cross-age peer tutoring				
Elementary	65/6	109/10	15/2	86/5
Secondary	15/2	86/5	56/6	52/2
h. Psychology course				
Secondary	31/1	150/2	93/1	88/1
j. Parenting, marriage, family				
Secondary	46/2	202/3	121/2	88/2
k. Human sexuality				
Elementary	95/4	269/5	168/5	170/10
Secondary	60/2	463/4	275/3	170/3
l. Work experience				
Secondary	46/2	240/3	150/2	101/2

*In those instances in which programs are offered only at the secondary level, elementary school data cannot be reported.

Parenting and family living programs are common at the high school level.

TABLE 3

Methods for Addressing Human Learning Goals

Method used	Percent of schools in which teachers use methods, by school size and SES			
	School size		SES level	
	Small	Large	Low	High
Q. In addressing affective and social learning goals, how frequently do teachers use the following methods?				
Reported: "very often"				
a. Small group discussions of academic material				
Elementary	68	58	64	70
Secondary	42	39	38	40
b. Small group discussions of feelings and social classroom problems				
Elementary	49	37	49	44
Secondary	50	15	30	35
c. Discussions with individual students about academic progress				
Secondary	91	72	74	86
d. Discussions with individual students about personal feelings				
Elementary	66	51	59	59
Secondary	71	21	39	54
e. Discussions with parents				
Elementary	69	63	61	73
Secondary	43	15	24	39

Part 3/Approaches to Improvement

Four common paths for pursuing positive change are apparent from reading the case studies and reviewing current literature. These four levels within which human development efforts are occurring are highly interrelated. Specifically, these paths for improvement include:

Level I: Teacher styles and values
Level II: Student self-concept and values
Level III: Curriculum in parenting, human sexuality, and confluent programs
Level IV: School climate

Again, the authors suggest that no precise blueprint exists for improving students' self-concepts and interpersonal skills. The common elements of different local programs are reported here to widen the readers' knowledge of the alternative ways local staff and parents might move. For additional help, the reader may wish to consult the listings of publications and resource people that appear in Part 6 of this document. The intent of the ideas discussed here is to share the experiences and learning of others, not to prescribe one model of improvement.

Level I
Teacher Styles and Values

By focusing on program models and curriculum guides, one risks not understanding an important element—the teachers, students, and principals who create instructional programs. Those interviewed are not unique or even especially different from most school staff. Their attributes and methods of working with young people and each other largely determine a school's attention to students' self-esteem and social development. These individuals often share five perceptions and priorities:

1. *Building personal responsibility.* Teachers interviewed repeatedly expressed and acted from a respect for students' opinions and feelings. School staff cared about and trusted students' sense of responsibility. Opportunities were provided for students to develop a sense of ownership in classroom work and the school enterprise. The case studies provide examples. For instance, Valley Alternative School involves students in deciding how student choice over course selection may be maintained and at the same time have students spend more required instructional time on writing and math.

   One's self-concept regarding academic skills is logically influenced by achievement levels. Both self-concept and achievement may be largely influenced by time spent on instructional tasks, clear learning objectives, feedback on performance, and expectations for high achievement. (12)* This teacher-directed structure, however necessary, may potentially limit students' sense of personal responsibility and choice. An explicit balance between a clear structure for achievement and considerable choice within or among curriculum areas is being explored by several schools that the authors visited.

2. *Nature of human potential.* Many of the interviewed teachers who are committed to building self-esteem, personal responsibility, and social skills do not view potential for learning as

*The footnotes in this document appear in Part 6, which begins on page 40, and are keyed to the numbers shown in parentheses throughout the text.

limited by "intelligence" or inherent abilities. For example, teachers at Dominguez High School, located within one of the most bleak lower economic settings the authors visited, are self-consciously discussing with students the distinction between learned competence versus "innate ability." These teachers and their principal are committed to improving the learning climate and experiences, not skeptically assuming the students are "slow" or unmotivated.

Many teachers committed to building self-esteem do not view potential for learning as limited by "intelligence" or inherent abilities.

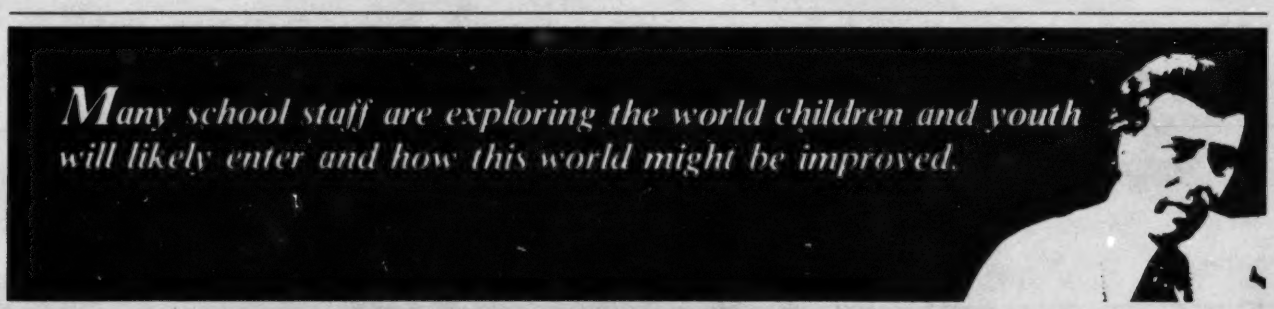
Many teachers that were interviewed saw human potential as multidimensional. They argued that teaching reading and writing in isolation from students' opinions, questions, and interests diminishes motivation. Yet, total individualization or divergent pursuit of students' interests is impossible with limited school resources. Again, many of the case-study schools are exploring a balance. One shared perception among the schools visited is an image of children and youth as whole persons with many feelings, strengths, and values, not one-dimensional individuals interested only in soaking up facts.

3. *Awareness of students' social interactions.* The popularity of "individualizing instruction" reveals a recognition that individual students, just like adults, are unique. Individualization also tends to enhance self-determination and choice within cognitive instructional units. For example, Far West High School individualizes learning extensively through each student's community work experience, which is linked to the academic classroom program.

   Yet, many teachers in addressing interpersonal competencies are also aware of students' social interactions and how group discussions complement individualization. Two elements being discussed by school staff are: (a) How much instruction should be spent in shared discussions; and (b) how should the content relate to students' own questions, values, and feelings? The statewide survey of school principals and local discussions indicate that elementary schools have the organizational advantage of teaching children in the same (or fewer different) class(es) during the day. In high schools, where days consist of 50-minute segments, smaller group discussions of feelings and values may be more difficult. However, progress is occurring through use of "counseling" sessions, homerooms, or more flexible scheduling. Parenting programs also seem relatively unconstrained for the pursuit of personal topics within limited time periods. Expanded use of the independent study financing option could also be used for students to work as a collective in pursuing community or academic interests (see Project Outreach case study).

4. *Images of students' futures.* Many school staff who were interviewed are explicitly exploring the world children and youth will likely enter and how this world might be improved. This issue of shaping the child to adapt to society versus enabling the child to become personally responsible and to act toward an improved society is openly explored.

   The parenting and family life curriculum allows students to discuss responsibilities and values involved with raising children. As society debates various quality of life issues, from mar-



Self-esteem and interpersonal competencies of teachers seem to influence schools' ability to address these same learning priorities for children and youth.

riage to energy policy, teachers who were interviewed suggest that youths' personal responsibility should be built through their gaining more knowledge and sharing their values, not by their just reacting to the media or institutionally prescribed solutions. As life-style alternatives broaden, including choice of jobs and housing arrangements, the self-esteem and knowledge required to act responsibly become more important according to several educators who were interviewed.

5. *Teachers' interpersonal skills.* Self-esteem and interpersonal competencies of teachers, not surprisingly, seem to influence schools' ability to address these same learning priorities for children and youth. Several case studies show that teachers seek to improve their own interpersonal experience and their work climate as students' development is addressed. An overwhelming feeling came from visiting school programs: These initiatives are led by strong teachers and principals who are confident that improvements are possible. Often working within nonsupportive conditions, these people are committed and creative. They frequently show a self-aware humor about their mistakes and reveal clear caring for the young people they work with.

Beyond these values, many staff members who were interviewed demonstrated organizing skills. They seemed competent in working cooperatively with other teachers, their principal, and/or parents. They respected views of others and carefully sought a consensus before moving ahead.

Case-study schools receiving School Improvement and other categorical moneys raise an important implementation point: School-based organizing for curriculum improvement appears more likely when school site staff have leverage over some resources. Funding, allocated by formula (using units of average daily attendance as a factor) and often bypassing principal and teacher discretion, offers relatively little incentive for schoolwide organizing. When categorical dollars are available and allocated through a participatory planning process, team building and conscious debate over a school's development appear more probable.

Level II
Student Self-Concept and Values

In the school site visits, three sets of factors were consistently discussed as influencing students' self-concepts and self-confidence: (1) teachers' own styles, values, and ways of interacting, as reported above; (2) classroom or school processes, such as group discussions, improved counseling, or community-based learning experiences; and (3) the content of interactions, such as values exploration, parenting, or other "curriculum areas." All three elements are often integrated, particularly in combining cognitive and affective areas. For example, students may report on readings about parenting and move into a group discussion of personal feelings and values. Frequently, self-concept is equated with personal choice or responsibility in deciding learning units or classes. These factors—teacher style, process, and content—are at times inseparable in designing an instructional program. The case studies report various ways of organizing different student experiences.

One may become overreliant on curriculum packages or school climate checklists. Their convenience may diminish teachers' curiosity to understand better the students' views of the world and of themselves. One teacher in the Bakersfield parenting program reported personal joy in learning more about her children and her own ability to facilitate lively group discussions that touched youth deeply. This exploration and discovery of motivating students seemed to improve the quality of school life for students and teachers.

In the application of self-concept and values materials, various dimensions of self-concept may be important. First, the much discussed link between school achievement and self-concept is more frequently substantiated when one examines differences within schools or classrooms. For example, Dominguez High School teachers reported that many students feel confident of their academic competence until they enter college and discover that the average reading level at Dominguez was low relative to the more competitive college situation. The level of local standards of performance is important.

Second, academic achievement is only one way of measuring one's sense of worth or competence. If this criterion yields a negative self-image, a student may choose other ways of achieving (athletics is a common example). Evidence suggests that dropping out of school is a way of protecting one's self-image. In one study, self-esteem increased after the subjects left school. Relatedly, academic self-concept is just one component of a youth's composite overall self-image.

Students' images of self are influenced in many ways outside of school.

Finding different ways for students to achieve and feel good about themselves is one way to avoid forcing youths to choose between achieving in literacy skills or dropping out of school.

Third, self-concept appears to result from feedback offered by others, including parents, friends, and teachers. The influence of these different reference groups may change for many youth as they grow older. Generally, adolescents feel that adults know them less; therefore, adults lose influence in shaping a youth's self-image. Peer interactions concerning value issues, facilitated but not directed by the teacher, may be more effective. The survey and case studies cited in this paper show that peer tutoring is already a common method for enabling youths to experience and receive feedback about their own strengths within a peer interaction. "Positive reinforcement" strategies often assume that forms and ways of achieving, important to the teacher, are valued by the student. Positive feedback from the teacher may be effective only when the form of achievement being reinforced and the person providing the reinforcement are valued by the student.

Fourth, teachers as role models likely influence children's and youths' perceptions of openness and trust in discussing feelings and personal concerns. The staff at Grape Street School, for instance, are consciously trying to know one another better to create a more trusting social environment for the staff members and students.

Academic achievement is only one way of measuring one's sense of worth or competence.

Finally, students' images of self are influenced in many ways outside of school. Children's self-images and senses of competence are probably affected by how much influence they feel in dinner discussions, weekend outings, and time spent with parents and other adults. These learning experiences are difficult to understand fully, but they seem important if one is to understand the determinants of each student's image of self. Teacher interaction with parents regarding students' self-confidence would probably be helpful. Where schooling has benefitted parents less, such as in economically disadvantaged communities, parents' expectancies for school effectiveness in both academic achievement and personal development may be low. When reading or interpersonal skills yield few apparent rewards, value placed on these skills may be generally lower.(13)

Level III
Curriculum in Parenting, Human Sexuality, and Confluent Programs

Beyond an understanding of teacher characteristics and student self-concept, improvements in human development efforts involve specific curriculum strategies. Three curriculum areas to be explored are: self-concept development, parenting and human sexuality, and confluent education—all are similar in content and method.

Self-concept development. The dimensions of process and content are important in improving curriculum to address self-concept. Personalizing teacher-student interactions, emphasizing student choice among curriculum alternatives, and improving counseling are commonly suggested and utilized means of encouraging self-responsibility and improving self-images. More specific curriculum approaches and materials are also being utilized. They vary in process involving individual study and group discussions. Content also ranges from studying physiological aspects of pregnancy to an open exchange of students' values regarding dating and birth control. As outlined below, personal value issues and cognitive processing of facts are often interrelated in discussing, for example, moral and factual aspects of political history.

Three curriculum approaches applicable to elementary and secondary levels are reviewed here: (1) self-exploration and awareness; (2) values exploration;

Discussions may enable students to see each other's strengths and worries, reducing competitive attitudes resulting from differing academic achievement levels.

and (3) moral reasoning. Representative curriculum materials are cited.

Several case-study schools use materials or develop a local format for students' self-exploration. For example, William Glasser's writings outline how class meetings, facilitated by the teacher or a student, can explore topics, such as loneliness, friendship, or family relationships. Many respondents to the statewide survey indicated the use of a similar process entitled "Developing an Understanding of Self and Others" (DUSO). Also involving largely student-directed class meetings, this process emphasizes how no right or wrong answers exist regarding personal values and attitudes. However, explicit discussion illuminates how people differ and are similar. Facts or differences in opinion may also be brought to bear on values regarding life-styles or individual rights of others. When carried on in an open and trusting atmosphere, these discussions may enable students to see each other's strengths and worries, reducing competitive attitudes resulting from differing academic achievement levels.(14)

An extensive set of classroom exercises for encouraging self-exploration was written by Jack Canfield and Harold Wells. During a demonstration of one exercise, "Personal Coat of Arms," in Fresno, disturbing images were revealed of how a student believed she was perceived by family and friends. Such exercises reveal that personal reflection and group discussion may lighten the individual burden of problems and enhance strengths.(15)

Values exploration focuses on one area of self-exploration and human relations. Curriculum units in values often integrate cognitive instruction as well. The Fresno Unified School District has developed extensive parenting materials involving reading and writing exercises related to values regarding children, parenting, and family life.(16)

Distinctions between personal values and facts or evidence are often stressed. Exploring values inherent in choosing a friend, spouse, job, or place to live focuses the power and responsibility to choose on the students. Also, values flow from the individual's experience from which he or she has an immediate sense of ownership.(17)

Sid Simon and his colleagues have written extensively on integrating values discussions with cognitive lessons, from writing to chemistry. Mr. Simon suggests that teaching occurs on the three levels of facts, concepts, and values, and he urges teachers to address each level explicitly. For example, Civil War discussions can move from specifying actors, such as Lincoln (fact); to comparing the causes of different wars (concept); to discussing students' own values about resolving conflict.

Author Simon also urges students to explore the weight of value placed on different objects or feelings. He urges a clearer awareness of how values influence our choices and behavior.(18)

Development of moral reasoning is another direction related to self-esteem and human relationships. This approach supports the idea that younger children will likely voice values and social rules advocated by parents and immediate adults. As youth grow older, more diversity and complexity occur over value preferences and ways of resolving conflict in group decision making. Lawrence Kohlberg and others examining moral reasoning emphasize the importance of "role-taking"—that is, imagining and discussing different viewpoints and value priorites. Again, widespread use of peer tutors, reported in the survey of principals, may enable youth to understand different perspectives of others and themselves.(19)

Recent curriculum materials link self-awareness with responsibility in being with others. Strong leadership in curriculum development is apparent among a network of home economics teachers and district coordinators. This network developed the *Maximizing Human Potential* curriculum utilized by the Bakersfield parenting program and other home economics departments statewide. These classroom materials examine how the individual develops through interactions with groups in school, with friends, and in the family. By using the materials one develops a

greater awareness of the process and results of social interaction. The State Department of Education's Bureau of Homemaking Education is now sponsoring the further development of these materials, with a focus on parenting education.(20)

Parenting and human sexuality. Teenage pregnancy and abortion rates are one indication of the importance of teenagers and preteens receiving adequate and accurate information about sexuality and parenting. Because most adults become parents, one can consider parenting to be a basic skill. The large number of school-age children living with a single parent further underscores the importance of parenting skills. One finds mandates for parenting education u[illegible]he AB 65 programs at the elementary level.(21) Finally, Superintendent Wilson Riles' Commission on Child Development "made parenting education a priority under its Five-Year Master Plan for Child Development Services in California"(22) when it recommended offering parenting education in grades seven through twelve, including "supervised experience working with children in child development centers and family care homes."(23)

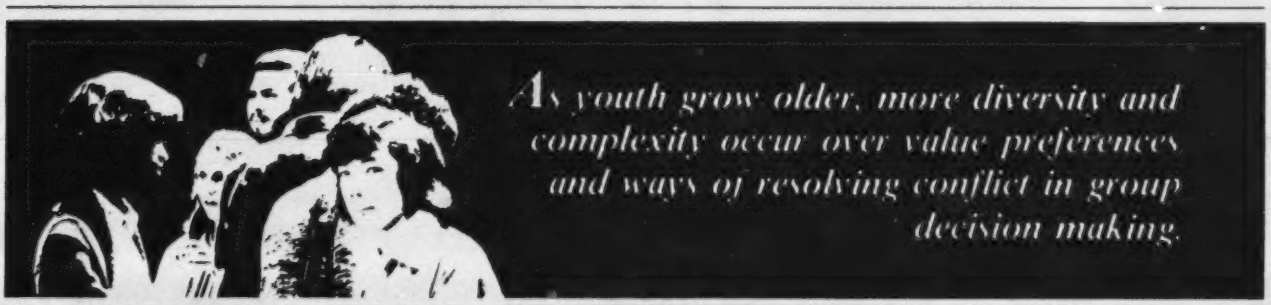
Largely through the efforts of members of home economics departments, special classes for pregnant teens and courses in family life, parenting skills, and child development are now being offered at numerous schools throughout the state. Responses from schools to the authors' survey reveal that enrollments in various human development programs at the secondary level show an average of two or three teachers providing instruction in parenting, marriage, and family to average numbers of students ranging from 46 to 202, depending on school size. Even larger numbers of faculty and students are involved in human sexuality programs at both the elementary and secondary levels (see Table 2, p. 11).

School programs in parenting and human sexuality have increased dramatically in the past decade. Pregnant teenagers are now able to remain in many schools and receive relevant instruction prior to giving birth. In many instances, teenage mothers can bring their children to on-campus infant and child care centers, thus enabling young parents to complete their high school education. At the same time, both parents and other students are able to participate in child care activities as part of learning about parenting and child development. Other kinds of course offerings that are relatively new address broader areas of adult or family life, such as consumer education, marriage, personal and social life, psychology, sociology, and sexuality. The variety of courses and programs is matched by the variety of related school and district policies, which range from no such offerings at all to mandating completion of one such course to meet graduation requirements.

The Bakersfield and Fresno parenting programs (discussed in Part 4, Case Studies) illustrate two examples of educational approaches in this area. They share many features, including on-campus child care facilities and self-contained classes for pregnant students. Observation of these two programs, discussions with other educators from throughout the state, and examination of written materials about parenting programs suggest a number of considerations pertaining to the establishment and operation of curricular offerings in this domain. These include the following:

School programs in parenting and human sexuality have increased dramatically in the past decade. However, the variety of programs is matched by a variety of policies.

1. *The locus of organization.* The Fresno district has mandated parenting as a graduation requirement; other districts, including Bakersfield, offer such courses as part of electives put together by the homemaking department. District priorities


As youth grow older, more diversity and complexity occur over value preferences and ways of resolving conflict in group decision making.

may negatively influence efforts in parenting education when emphasis on the more traditional basic skills (reading, writing, computation) results in drawing students away from elective parenting courses. The place of parenting objectives in the overall district plan, then, is an important factor in the promotion of efforts in this area.

2. *Curriculum focus aimed at cognitive goals, affective goals, or a combination.* Is the goal to impart facts about areas, such as sexuality, child development, and consumerism, or to explore student values about these issues, or a combination of both? Related to this question are the kinds of materials and the types of learning activities used in courses. For example, affective-oriented classes may emphasize self-understanding or emphasize social skills related to supportive interaction among students; courses with cognitive goals are often concerned with literacy skills as well as the more specific course content. All these, in turn, influence optimum class size.

3. *Appropriate classroom learning environment to address goals.* Issues here include questions, such as involvement of nonparents in child care, separation or nonseparation of pregnant students from other students, and number of teachers involved with pregnant minors. For example, do these students stay with one teacher in a self-contained classroom for the entire day?

4. *Influence of staffing on program quality.* Teaching styles and teacher skills are critical elements in an effective program. The Commission on Child Development, cited earlier, recommends that parenting staff "have a background in child development and family living, including formal training and work experience with young children and their families."(24) This point of view was supported in interviews with school-level and district-level personnel involved in parenting programs.

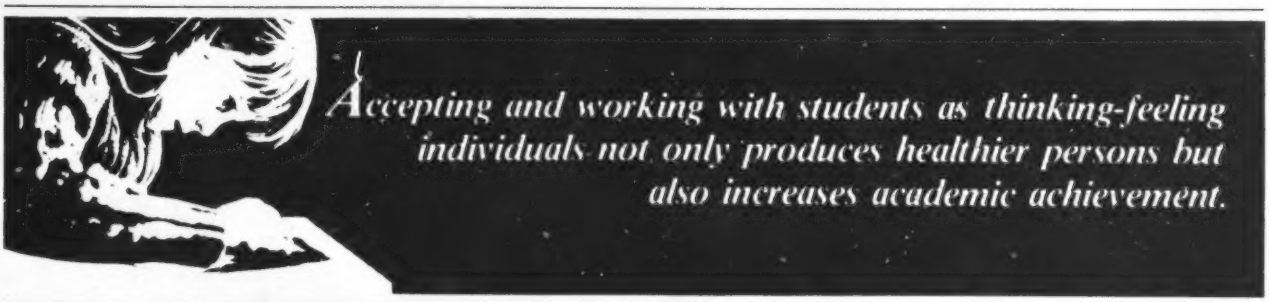
5. *Communication with the community.* Activities under this heading include disseminating information about the program, soliciting information regarding similar programs in the community, and organizing for local support of programs. Within the community, parents, school site council members, groups, such as the Junior League and the American Association of University Women (AAUW), as well as the various service agencies involved in health care and other social support services, are all potential supporters of a school parenting program.

Ignoring the affective domain appears to contribute to many problems faced by our schools, including high dropout rates, violence, and the schism between young people and "the establishment."

6. *Funding sources and program objectives.* While funding sources may vary in objectives (for example, direct service child care versus parenting instruction), one still finds a variety of funding programs addressing complementary objectives. A school which receives parenting instruction funds from two or more sources may find increased administrative costs in terms of proposal writing, monitoring, and coordination. Consolidation of sources may improve program efficiency. On the other hand, schools desiring to implement or expand parenting programs will find it useful to be aware of additional sources of funds as they become available. For example, local CETA programs for disadvantaged youth are potential sources of aid for secondary schools. (25)

Confluent education. One of the more formal and well-developed curriculum approaches which addresses affective development is confluent teaching and learning. Confluent education is "the integration or flowing together of the affective and cognitive elements in individual and group learning."(26) In its emphasis on this confluence or flowing together, it differs from approaches which address affective issues as distinct from the cognitive domain.(27)

The fundamental belief behind the confluent approach is the concept of the student as a unique feeling-thinking individual. Ignoring the affective domain appears to contribute to many problems faced by schools, including high dropout rates, violence, and the schism between young people and "the establishment."(28) Confluent educators believe that concentration on the affective dimension associated with the personal relevance of learning experiences for young people has enormous potential in determining students' feelings of adequacy or inadequacy. They see


Accepting and working with students as thinking-feeling individuals not only produces healthier persons but also increases academic achievement.

the latter occurring when school systems promote feelings of failure, low self-esteem, or self-depreciation in their students. By contrast, proponents of confluent education argue that accepting and working with students as thinking-feeling individuals not only produces healthier persons but also increases academic achievement.(29)

Schools are viewed as being in a unique position to contribute to improving the human condition; however, this contribution would require changes in the schools themselves to consider the inseparability of intellectual and emotional experiences and development.

Effective merging of the affective and cognitive domains requires changes on the part of teachers, including formal values clarification work and training, participation in sensory awareness training, work with communication skills, an understanding of the group process, and the capacity to carry the integration into curriculum writing and ultimately the classroom.(30) An example of such change occurred in a group of Newark Unified School District teachers who volunteered to participate in a confluent training program.

Bulletin boards, "feeling" books, and word books tell the visitor as much about the children themselves, as individuals, as they tell about the students' skills in reading and language.

The development of confluent classrooms within the Newark District began in 1974 with the creation of the Newark Program in Confluent Reading. This project began through the efforts of Joseph Roberts of the district staff, who brought together in-service training personnel and interested teachers. Under a grant of federal ESEA, Title IV-C, funds, the project lasted for three years and trained a dozen teachers. Although the funded project itself is no longer in operation, the trained volunteer teachers are enthusiastic in their commitment to the confluent approach and continue to operate their classrooms within this framework. A manual,"On a Good Day I Can Teach Forever," was prepared in 1977 to provide information about confluent reading. This document describes the confluent approach in considerable detail and includes a large section of curriculum activities.

In a confluent classroom, activities are consistently structured to integrate the affective and cognitive domains. For example, in the Newark classrooms of confluent teachers, bulletin boards, "feeling" books, and word books tell the visitor as much about the children themselves, as individuals, as they tell about the students' skills in reading and language. In addition, a visitor would also note the large numbers of activities that involve working with partners as a way of fostering cooperation, problem solving, and other social skills. Confluent teachers tend to be less authoritarian in their relations with students; students are typically allowed to share in choosing activities and making decisions. Feedback to students is given almost exclusively in positive terms. Students are encouraged to give feedback to each other and do this frequently and effectively. Interaction between teachers and students illustrates the teachers' valuing of the wholeness and uniqueness of their students. Such valuing is supported by the teachers' own experiences of personal and professional growth through training in confluent education.

Confluent education is, first and foremost, a mode of teaching and learning. It does not neglect cognitive competency in favor of affective goals, nor does it involve the use of a prescribed set of instructional materials. It focuses instead on modification of instructional practices and learning processes around the confluent philosophy. To teach in this way demands more of the teacher than does traditional methodology. For confluent teachers, however, the results of their commitment are more than satisfactory and satisfying.

Level IV
School Climate

As reported in Part 2, responses of the principals of secondary schools who participated in the survey show that more than 60 percent consider the level of student motivation to be a very serious issue (see Table 1, page 10). While student motivation is influenced by many factors, teachers interviewed and the authors' research consistently suggest that schoolwide characteristics play a big role in enhancing or diminishing self-esteem and interpersonal skills. Just as teachers must perceive that their efforts will be rewarded in improving programs, the overall school climate seems to influence students' feelings of whether their efforts will be recognized. Beyond individual classroom activities, schoolwide performance expectations and climate reportedly boost students' achievement and self-concepts.

In comparing the case studies, one finds consistent references to the development of respect, trust, and effective communication between teachers and students as significant features of successful programs. In the instance of Valley Alternative School, these concerns are partially addressed by the organization of the school itself, with an emphasis on social equality through the reduction of status differences. Numerous other examples suggest, however, that respect, trust, and effective communication can occur within traditional settings, through various instructional methods, and with a variety of curriculum materials. These concerns appear in such diverse programs as the Demonstration Programs in Reading and Mathematics, which emphasize cognitive achievement, and the Open Road Program, which focuses on improving communication patterns through student involvement.

These examples from the case studies, together with a study of the literature, support the idea that the social settings within which teaching and learning take place play an important role in determining a variety of outcomes. As Wilbur Brookover concludes from one comprehensive study, "some aspects of school social environment clearly make a difference in the academic achievement of schools."(31) The factor accounting for much of the difference in academic achievement levels between schools studied was students' sense of academic futility. High academic futility means that "students feel they have no control over their success or failure in the school social systems, the teachers do not care if they succeed or not, and their fellow students punish them if they do succeed."(32) Interestingly, but not surprisingly, a further analysis indicated that students' sense of academic futility was related to teacher climate variables, including teachers' evaluations, expectations, commitment to improve, and others.

In addition to implications for achievement, school and classroom climate variables are also important contributors to the setting in which social interactions take place—that is, the kind of experiences in human relations that an individual undergoes in a school or classroom will be influenced by the climate or feel of that environment. Given the problems faced by schools—such as vandalism, interracial conflict, apathy, and high dropout rates—school climate has become a serious concern among students, parents, teachers, and administrators.

The factors that influence climate include not only the processes that occur in schools but also the programs and materials as well. So, for example, programs that contribute to good climate might have the following features: opportunities for active learning, individualized performance expectations, flexible curriculum and extracurricular activities, and support and structure appropriate to the learner's maturity. Examples of process determinants include problem-solving opportunities, capacity to identify and work with conflicts, effective communications, effective teaching-learning strategies, and ability to plan for the future. Material determinants refer to the suitability of the school plant, adequacy of resources, and availability of a supportive and efficient logistical system (for example, in scheduling class periods). The importance of these various factors lies in their ability to facilitate a climate characterized by respect, trust, high morale, cohesiveness, school renewal, and continuous academic and social growth.

Improvement of school climate begins with diagnosis and assessment of needs. Numerous instruments

Respect, trust, and effective communication can occur within traditional settings, through various instructional methods, and with a variety of curriculum materials.

Reducing teacher isolation, providing collegial resources and support, and sharing in program development and implementation—all contribute to positive teacher attitudes.

are available for principals and other administrators to use (33); alternatively, staff-developed survey instruments or discussion groups may be a first step. Once needs are identified, goals can be determined and a plan implemented. Intervention typically addresses itself to logistical, process, or curricular concerns. While one school might attempt to reduce teacher-student status differences as a means of promoting respect and trust, another might focus on clarifying academic performance expectations as a step toward more effective communication. In order for such plans to carry with them the possibility of success, commitment is required from all participants. Such commitment does not seem to occur by mandate; it happens most often when the people involved share in the decision-making processes. This kind of cooperation creates a sense of ownership which is far more likely to generate results.

In addition to the factors discussed thus far, school visits also provided insights into other elements which contribute to positive school climate. Teachers in the Demonstration Reading Programs and at Grape Street School cited team building as important to the effectiveness of their programs through its influence on teachers' working environment and collective development. Reducing teacher isolation, providing collegial resources and support, and sharing in program development and implementation—all contribute to positive teacher attitude at these schools. This positive attitude, in time, affects the quality of classroom interactions. Another impetus for total staff planning and community involvement is participation in the School Improvement Program (SIP). All the SIP schools visited (Grape Street, De Anza, Dominguez) report that SIP funding is making significant differences in their ability to plan and implement changes at the local level.

A final important factor in influencing the social settings where teaching and learning happen is the contribution made by professional staff development. Many of the programs visited include staff development components (for example, SIP schools and schools with Demonstration Reading Programs), which were often mentioned as important resources in supporting teachers' efforts. In addition, the survey of school principals shows that among elementary schools grouped by size and SES level, between 65 and 73 percent report that staff development greatly enhances learning goals related to human development. Corresponding figures were somewhat lower for secondary schools (see Appendix 2). (While these observations indicate the relevance of staff development to this report, this finding is not to deny numerous other considerations that make professional development an important concern in general.)

Staff development efforts vary from local activities conducted on an ad hoc basis to state-sponsored efforts, such as the Professional Development and Program Improvement Centers program, which offers in-service training in reading and mathematics instruction. Still other sources of professional development activities are university-sponsored continuing education programs as well as various commercial programs, such as Teacher Effectiveness Training (TET).

Effective staff development programs may help to foster a trusting and creative environment for teachers, one which nurtures growth and collective commitment as antidotes to the "burn out" phenomenon. Such teacher support has direct effects on the quality of teacher-student interactions, the classroom climate, and, potentially, overall school climate.

In an attempt to isolate factors that contribute to professional development activities which are perceived as effective, the authors interviewed staff members of the School Resource Network (SRN), a federal teacher center located in the Office of the Ventura County Superintendent of Schools. SRN is one of eight federally funded centers located throughout the state; another six resource centers are supported by state funds. The goal of the work being done by these centers is to provide teachers with a resource network that will deal with their perceived needs as they arise. Centers may locate materials, speakers, resource teachers, or programs for teachers, school, or districts facing any one of numerous concerns.

What is important about the work of these centers is the emphasis on teacher initiation—that is, teachers are the source that centers tap to determine activities and offerings. This goal is typically achieved by survey and feedback techniques as well as through requests from individuals and groups. The kinds of development activities which focus on specific identified areas of concern and the sense of "ownership" which contributes to motivation and commitment are important determinants of the centers' effectiveness.

Part 4/Case Studies

This section of the report includes descriptions of good school programs that address student self-concept and interpersonal skills. These case studies are about individual programs. Common elements or shared experiences from these programs are discussed elsewhere in this report. Of all the programs the authors visited or read about, those reported here illustrate the diverse objectives, organizational forms, and curricula employed statewide to address interpersonal skills and self-concept.

Infant care centers provide direct learning experiences in child development and nutrition areas.

Bakersfield High School

Led by Lois Whisler, the Kern Union High School District has developed comprehensive parenting education programs at seven high schools. The visit to Bakersfield High School's program revealed that rural towns do not escape problems of poverty usually associated with cities and aging suburbs. Each year in Bakersfield, 1,500 babies are borne by women under nineteen years of age. Local teachers see Bakersfield as reflecting national figures: 80 percent of the teenage mothers never finish high school. In this town, which prospers economically from oil and agricultural industries, parenting programs serve young mothers from both middle-class and impoverished family backgrounds. One-third of the participating young mothers were reportedly abused as children.

Learning objectives and content. The Parent and Child Enrichment (PACE) program is the core initiative at each of seven participating campuses. Based within homemaking education departments, courses are offered in specific parenting skills and broader family life areas. These courses use on-campus infant care centers to provide direct learning experiences in child development and nutrition areas. School attendance of teenage mothers has improved because their children may now receive care at the high school, although transiency of young mothers still remains a considerable problem.

The course for pregnant students and recent mothers emphasizes instruction in birth control, nutrition, and child development. Direct concerns of motherhood are addressed. Classes are kept small to ensure adequate time for and minimal resistance to discussions among the students themselves. Birth control is emphasized: many young women either know little of how they became pregnant and/or are ignorant of birth control practices.

The PACE program does an excellent job of involving nonparent students as infant care center aides and also as students in the parenting class. However, this close contact with children and young mothers often is not encouraged because of the categorical nature of pregnant minor and child development programs. Bakersfield serves as a model program that, within limited resources, encourages interaction among various kinds of students.

When a principal and teachers choose to exert schoolwide leadership, parenting courses tend to serve a broader range of students, and parenting issues are addressed more comprehensively.

The more general family living course serves about 35 students from diverse backgrounds. This course covers a variety of independent living skills: marriage and family relationships, housing costs and availability, job and course information, taxes and insurance costs, and child development.

The Bakersfield High School program is exemplary in its ability to integrate several functions and funding sources. For example, the state-funded preschool is located just behind the infant center and parenting course classrooms. The preschool, which provides care for children from disadvantaged backgrounds, is also used by students in the family living class as a place to observe children.

In the fall of 1979, Bakersfield High School also began a full-time program for 20 pregnant students, who spend the entire school day with one teacher. Because of varied student skill levels, instruction in basic literacy skills is largely individualized. This class size allows for group discussions among the girls in a safe social setting.

Lois Whisler's direction has encouraged the comprehensive nature of the Bakersfield High School program. Through a curriculum guide which she largely authored, *Maximizing Human Potential,* this program also covers broader human issues. Funded by the Department of Education's Bureau of Homemaking Education, this guide helps teachers to establish learning objectives and contains specific learning units in several humanistic areas: interpersonal competencies; evolving social roles (life-style, sexual relationships, marriage, work, family); the balance between social independence and interdependence; and looking ahead and personal planning strategies.

Developmental process. Despite PACE's breadth in connecting children's services with a rich variety of learning content and processes, a developmental question is clear: this initiative within the homemaking department reportedly has little interaction with other campus programs. Post-Proposition 13 actions can significantly damage elective courses, such as parenting education, *even when they are demanded by students.* Matched with popular pressure to emphasize basic literacy skills and legislated minimum competency tests, new graduation requirements approved by the district board require more time in math and English, leading to cuts in elective courses. Unless parenting or broad health areas are viewed as priorities by district boards (or the California Education Code), as is the case in Fresno and to a lesser extent in Bakersfield, courses will be cut, and the political base of teachers of parenting courses will narrow. The current pressures and demands on these teachers are already substantial.

Throughout this report and in other case studies, descriptions of schoolwide efforts to improve school climate are presented. Parenting programs will likely be more effective where campus-based improvements are undertaken. When a principal and teachers, collectively, choose to exert schoolwide leadership, parenting courses tend to serve a broader range of students, and parenting issues are addressed more comprehensively. Where only individuals act within an otherwise unconcerned school environment, the symptomatic "problem" of teenage pregnancy is addressed in a narrower, more categorical manner. Within a benign or merely tolerant school environment, parenting programs can work only from their base of support.

The Bakersfield parenting initiative has grown in part as a result of broad advocacy from local community groups and youth agencies, including women's volunteer groups, such as the Junior League.

Resources and costs. Bakersfield artfully combines varied funding sources: parenting monies from the Department of Education's Office of Child Development, school apportionment funds allocated to the homemaking department, federal vocational education funds allocated by the Department of Education, and, interestingly, local CETA dollars. Often local CETA funds for in-school youth are allocated to conventional job skill training. This allocation of CETA dollars to parenting education and infant care efforts is a creative option available to other schools. (Information about CETA is available from local county or city offices.)

A follow-up survey of 34 former student participants found that 30 women are now living independent of public assistance. While enrollment in the PACE program is but one factor determining post-high school outcomes, such evaluative data are obvious-

ly helpful. Information on students who are leaving the program is now being systematically collected by staff.

Bakersfield staff also report concern about preventing emotional "burnout" and fostering mutual support networks for faculty members and others involved. Program designs should recognize how a critical number of teachers and staff is necessary to provide this support base. Staff development efforts might also explore this "burnout" issue which we repeatedly hear of.

Contact person: Lois Whisler
Kern Union High School District
2000 24th Street
Bakersfield, CA 93301

De Anza Junior High and Santa Barbara Junior High

California's Demonstration Programs in Reading and Mathematics were authorized in 1969 by Assembly Bill 938, which enabled school districts to establish exemplary and innovative programs at the junior high school level. Planned and developed by the staffs of the participating schools, the demonstration programs have, as their principal goal, cost-effective improvement of student skills. Participating students include all those at the selected grade level in each program; students typically remain in the program for the two or three junior high school years. This length of time allows the program staff to maximize their effectiveness with a target population. However, students not in the target grade are unable to enjoy the benefits of this learning opportunity. (For a comprehensive description of the demonstration programs, the reader may wish to refer to a Department of Education publication entitled California's Demonstration Programs in Reading and Mathematics, *which was published in 1980.)*

Two of the Demonstration Programs in Reading were visited, one at De Anza Junior High in the Ontario-Montclair School District and the other at Santa Barbara Junior High. Both of these projects work with target populations that are over 40 percent minority. Since the visit to De Anza was lengthier, that program will receive the focus of attention here; the Santa Barbara program, which it replicates, is very similar in its goals and approaches.

Learning objectives and content. Although the demonstration programs are required to focus on cost-effective skills improvement, this does not preclude other goals. The De Anza program specifies, as a second goal, increasing the self-concept of each student in the project. The programs also have the potential to affect the larger school environment in several ways. At De Anza, for example, the entire school program has shifted from tracked to heterogeneous groupings as a result of the funding requirement of such groupings within projects. In addition, the program has been replicated for the alternate grade level at De Anza through the initiative of the principal and the use of district and SB 90 funding. At a more informal level, project staff members report that a generally positive school climate exists; at De Anza, where students are eligible to attend incentive assemblies if they have no teacher referrals, 73 percent were eligible for the most recent assembly.

Both of these programs use primarily individual and small group instruction. Students often interact with teachers and aides on a one-to-one basis. In keeping with the orientation of the Demonstration Programs in Reading, individual programs place a strong emphasis on students' positive accomplishments and focus students' attention and energies toward what they *can* do. Teachers use a large variety of high-interest materials and activities; some of these are commercial and some are teacher-developed. Upon completion of their assignments, students receive feedback individually and almost immediately.

One of the unusual features of the programs that contribute to their effectiveness is the presence of on-site counselors. Working with students on an individual or small-group basis, these persons supplement and reinforce the work of other staff members. At De Anza, for example, project students may elect to participate in an eight-week group counseling program that meets one period a week. This year, each student in these groups is working on the development and implementation of an action plan. In their action plan, students identify one specific academic problem

The programs at De Anza and Santa Barbara place a strong emphasis on students' positive accomplishments and focus students' attention and energies on what they can do.

and one specific behavioral concern for special attention. They report to the group on their progress for three weeks and receive feedback from the counselor and their peers. At the end of four weeks, they assess their accomplishments in carrying out their plans; the same plan or a modified version then can be carried over to the four-week period that they spend out of the project and in a regular English class before they come back to the project and the group for an additional four weeks. Through the group experience and the action plans, students learn to examine and modify their own behaviors in a self-determined and self-directed way with reinforcement and guidance.

In addition to this group counseling program, De Anza's Reading Center counselor, Mary Guillen, offers an elective class in human relations. This elective class meets one period daily for nine weeks and uses the same action plan as the weekly group counseling program described above. Increasing the opportunity for more in-depth participation facilitates the development of effective problem-solving techniques and communication skills. Response to this class has been very positive, both from students and staff.

All Demonstration Programs in Reading and Mathematics include strong components in staff development and dissemination. This means that teachers who work in these projects must be willing to commit time, interest, and energy to these activities. Teachers we spoke to were genuinely enthusiastic about having the opportunity to be part of these teams and to participate in these activities. The staff/aide screening process looks for individuals with the abilities and interests to meet these requirements.

Development and costs. The developmental process in these projects is a formal one that begins with the submission of a proposal to the funding group. Yearly assessment determines whether the projects are meeting the goal of cost effectiveness and will be refunded.

Teachers who work in demonstration projects must commit time, interests, and energy to staff development and discrimination activities.

In both schools that were visited, project directors reported difficulties in the early stages of the project in terms of relations with other school staff members who perceived the project teams as favored in their facilities and low student-teacher ratios. Therefore, one important part of the developmental process has been the establishment of supportive relationships with other school staff.

Despite the demands that such a largely individualized program puts on teachers, those the authors talked with perceive their experiences in very positive terms. At De Anza, where all project instruction takes place in one large open area, teachers express pleasure at not being isolated. A visit to these programs allows one to observe adults and youngsters working in a supportive, productive environment. Not only do students make considerable strides in skill development, but also they and their teachers feel good about themselves as this happens.

Contact persons: Ann Glaser
De Anza Junior High School
1450 South Sultana Avenue
Ontario, CA 91761

Dorothy Ross
Santa Barbara Junior High School
721 East Cota Street
Santa Barbara, CA 93103

Dominguez High School

A stark feature of Dominguez High School is its community setting. A town of 80,000, Compton has but one theater and almost no restaurants—two vivid indicators of the economic poverty characterizing the community surrounding the school. High unemployment and low adult literacy create strong counter pressures against school achievement. Over 500 of Dominguez's 1,800 students read below the fifth grade level.

Learning objectives. Sparked by School Improvement Program implementation funds, a tangible schoolwide effort to address self-concept and cognitive skills has emerged. Teachers believe that in the past, reading levels of materials used in classes have often been too high for many students who have low reading skills and who continue to experience failure. This expected reading level is at times too low for others, resulting in frustration over limited growth. The former group of students feels that reading failure indicates lack of "intelligence" or inherent ability. The latter group is stifled from making further progress and reportedly develops a false sense of high academic self-concept, which is later shattered when competition becomes stronger in college or on a job.

The emphasis of Dominguez High's school improvement plan is a "Skills Saturation Program." One thrust of this initiative involves explicitly disentangling, for teachers *and* students, the concepts of innate ability versus cognitive skills (reading, math, and lan-

Sparked by School Improvement Program implementation funds, a tangible schoolwide effort to address self-concept and cognitive skills has emerged at Dominguez High School.

guage arts). For example, some social studies teachers believed that low readers were unable to discuss contemporary issues. Thus, learning tasks were constructed for slower students. The fundamental theme for both classroom strategies and staff development is to break down conventional wisdom that literacy skill level equals "intelligence." An explicit attack on this "conventional wisdom" is designed to turn around teachers' performance expectations and students' expectations about their own competence and potential.

Content. With a cautious approach, the Dominguez Program begins by grouping low readers by similar skill levels. During structured discussions students are told that this grouping procedure is determined by acquired skill level and reading experience, not on the basis of ability or "smartness." Reading materials at appropriate levels have been developed and integrated into various curriculum areas—social studies, typing, ceramics and shop, and English classes. In all, 25 teachers from these various disciplines have collectively developed this schoolwide reading reinforcement approach.

The authors observed a lively, vocal discussion in a social studies class comprised of the lowest ability readers. Topical issues facing innercity youth were explored. After discussions demonstrating to students their knowledge, opinions, and cognitive skills, reading material presenting additional information on these issues was introduced. The strategy is to match successful experiences in verbal discussions with high-interest, appropriate-level reading material. Because of a shortage of such material, teachers are writing many of their own materials. Similar approaches are beginning in the language arts and math areas.

Consolidated program monies are also supporting a strengthened group counseling program, serving 150 students annually. These discussion sessions, complemented by individual counseling with parents, explore self-images, coping with emotions and conflict, communication skills, and drug abuse education. Participants in staff development workshops will also look at ways to improve student self-concepts. Monthly workshops for parents on parenting and family crisis resolution are also being developed.

Developmental process. The schoolwide nature of Dominguez High School's effort is clear. A consensus favoring this approach has been built among the faculty by integrating various means of addressing low student motivation and self-concept with more careful development of basic literacy skills. A skilled principal appears to have nurtured creative directions collectively mounted by the faculty. Discussion and impetus by the school site council, which is composed of teachers, students, parents, classified staff, and the principal, have aided this effort. This broad base has begun to counter distrust of the school by parents and the community.

Teachers are now beginning to meet informally with junior high and elementary school teachers to explore collaboratively how language arts and math skills can be addressed more effectively.

Required resources and costs. Categorical programs, delivered through the consolidated allocation process, provide necessary funds for Dominguez High School's efforts. The planning process appears to give power to the school site staff and principal to determine their own strategy. This approach contrasts with regular budget processes, which are usually dominated by district administrators and formulas and are apparent in many districts. Where SIP is implemented in a fashion similar to that of Dominguez High School, the principal and resourceful teachers are provided necessary leverage for change. Changes in individual teacher's strategies are linked to shared themes and schoolwide approaches. The integrated quality of this initiative seems, in part, also to result from the SIP funding process. Teachers report revitalized energy and commitment from their planning and implementation process, which they feel belongs to them.

Contact person: Fred Easter
Dominguez High School
15301 San Jose
Compton, CA 90221

Valley Alternative School

Converted stables comprise the secondary school campus of Valley Alternative School in the Los Angeles Unified School District. A week before the authors visited the school, two goats invaded the administrative office, formerly a ranch home. Located in the San Fernando Valley, the setting provides open space, animal life, and a relaxed atmosphere.

Valley Alternative is now a magnet school within the Los Angeles desegregation plan. The school serves 450 students, ages five through eighteen. Students come from the neighboring white middle-class community, and many more are bused from south-central Los Angeles. Valley Alternative school vividly demonstrates how affective learning goals can be addressed within, and aid in the success of, a major desegregation effort.

Learning objectives and content. Social equality in terms of minimizing student-teacher status differences is a central objective at the secondary level. Interactions between students and teachers are marked by informality and openness. Faculty are committed to nurturing self-direction, autonomy, and interpersonal trust. This philosophy is addressed through field trips and social gatherings which, in part, work on friendships among students and between students and teachers. The structure of classroom lessons and curriculum content are important. However, a key factor is the value held by teachers in interacting with students as friends with varied strengths, experiences, and feelings.

Students are now given considerable discretion in choosing their courses. Informal discussion sessions are held in homerooms to explore problems concerning family or friends. A shared expectation exists between students and teachers that problems or differences can be discussed directly and openly. Teachers consistently attempt to recognize and value strengths of all students. The development of positive feelings toward self is a central goal.

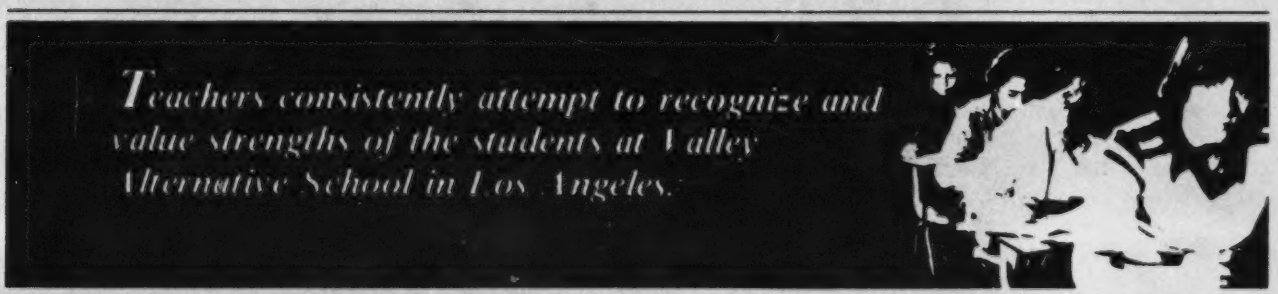
Community resources are tapped extensively. A few parents volunteer to teach classes, and several more are tutors or classroom aides. A School Without Walls coordinator facilitates learning opportunities throughout the community. Experience in a wide range of fields is possible at Valley Alternative. Courses are offered, for example, in Renaissance history, "ethnic Los Angeles," sentence building, and child development.

A school site council is very active. Participation of black parents is difficult, however, given the 30-mile distance from the school to central Los Angeles. The secondary school faculty is relatively small. Beyond considerable informal interaction, weekly faculty meetings also seem informal, yet substantive and direct. Issues are decided by consensus or actual votes of the staff.

Developmental process. Valley Alternative School is now frankly debating whether basic literacy skills are receiving adequate attention. In recent years, the school offered students freedom to choose most of their classes, to decide activities within classrooms, and not to attend courses when desired. The faculty and students are now debating how to pay greater attention to basic literacy skills. Beginning in the current school year, students will likely spend more time on reading, writing, and mathematics. The wide variety of courses and community experiences will not be sacrificed. However, somewhat of a shift toward a more conventional curriculum seems likely.

This evolution in educational objectives is prompted in part by competency standards now required for graduation. Yet, some teachers and students are advocating more structured classes, clearer academic performance expectations, and increased student effort and responsibility. The school seems equally committed to enhancing self-direction and building strong student self-concepts. Yet, students and teachers alike are searching for ways to accommodate affective goals while improving cognitive achievement.

One teacher marveled over the creative and open feelings expressed in a student's composition, yet was


Teachers consistently attempt to recognize and value strengths of the students at Valley Alternative School in Los Angeles.

deeply concerned about poor grammar and spelling. Valley Alternative is seeking a means of addressing such inadequacies without diminishing creativity, curiosity, and a warm school climate.

Required resources and costs. The school receives few additional funds beyond regular state support (based on units of a.d.a.) for pursuing nontraditional goals. While the principal is very supportive, the faculty's cohesive commitment to affective goals appears to be a driving force. The principal and district provide sufficient independence for the faculty. Implementation of competency standards is an external source of pressure. Yet, again, the faculty generally supports a stronger emphasis on basic literacy skills.

Additional resources in the form of community learning opportunities and teachers and aides from the community are valuable and not costly. The school does inflict emotional costs on staff. Outside social activities with students and other teachers are time consuming. Failure of a newly designed course is painful for teachers. However, the rewards of a trusting, creative school environment are reportedly very rich and motivating.

Little interaction with other magnet and alternative schools is apparent. This lack of networking and mutual support seems unfortunate. The debate within Valley Alternative School is happening elsewhere. The sharing of other schools' responses would be helpful. Valley Alternative also has much to offer traditional schools trying to cope with desegregation.

Contact person: Corey Jacobson
Valley Alternative School
18200 Superior Street
Northridge, CA 91325

Grape Street School

The Grape Street Elementary School is adjacent to Los Angeles' Watts district. To reach Grape Street School, one leaves a crowded industrial area and arrives in an open-space region. Indeed, once a person leaves the main roads, many open lots and brown space become even more visible. Yet, the neighborhood has very few trees and almost no stores or businesses common to other neighborhoods. Houses are small at best, often dilapidated.

Learning objectives and content. The staff at Grape Street School are a collective burst of energy within this economically impoverished community. Sparked by the School Improvement Program (SIP) and additional categorical funding, this school is planning to improve instruction on a schoolwide basis.

The team building among teachers, principal, and staff—and the increased potential for improving the school climate—is very clear at the Grape Street School.

Until recently, Grape Street School had an open classroom approach. Each teacher designed his or her own curriculum and materials. Students were given considerable freedom in the classroom to explore their interests. However, little coordination in sequencing language arts and mathematics instruction across grade levels occurred.

Led by a principal committed to collective decision making that involves teachers and parents, staff now work more closely in designing and implementing a more structured basic literacy skills program.

Somewhat independent of instructional content, the team building between teachers, principal, and staff—and increased potential for school climate improvement—is very clear here. The principal works closely with two resource teachers in (1) helping to coordinate teachers' planning; and (2) developing new curriculum methods and materials.

Grape Street has considerable staff flexibility from which to build a sense of collective participation and commitment. Faced with its innercity location and pressure to desegregate teaching staffs, Grape Street's staff is relatively young, energetic, and new to the school.

Developmental process. SIP concepts and dollars have clearly aided Grape Street School's initiatives. For example, a variety of staff development efforts are being implemented. These include working with teachers to introduce Glasser's method of class meetings for student discussion of personal and social problems. The relatively new teaching staff has recently held more informal gatherings than in the past, leading to greater trust and sharing of ideas among teachers.

ESEA Title I funding, which attempts to influence cognitive skills through "direct means," restricts expen-

diture of funds on affective-related efforts. SIP dollars have balanced available resources and have provided support for school climate efforts which Title I will not presently cover.

Clear expectations of behavior and school performance are communicated to students. Teachers work with students to voice feelings and work out conflicts openly.

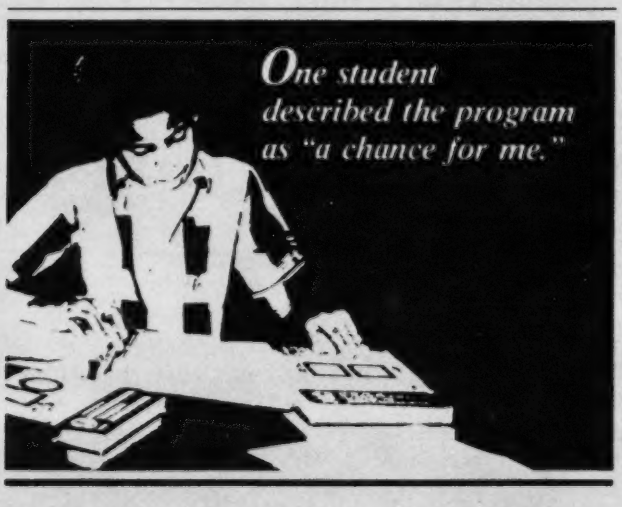
Members of the Grape Street staff report that work with the SIP council and other involved parents is important to explore affective learning objectives. Experiences of many parents at times do not lend particular support or experience related to affective goals.

Classroom aides are reportedly quite valuable, both in assisting teachers and in working with parents. As residents of Grape Street's neighborhood, aides are often quite familiar with children's families.

The impact of minimum proficiency testing is difficult to predict here. According to the principal, parents and teachers are beginning to realize that minimum competency standards are coming.

Resource teachers are exploring the possibility of working with parents to help in developing children's language and reading experiences. In this way, the importance of resource teachers as organizers and sources of ideas becomes apparent. Resource teachers also serve to facilitate teacher involvement in district staff development opportunities in the humanistic area—and may build school-level staff development workshops.

Contact person: Roy Brown
Grape Street School
1940 East 111th Street
Los Angeles, CA 90059



San Jose High School

San Jose High School is similar to most innercity schools. Students, primarily Chicano, come from working class or low-income families. Many are achieving at low levels; many youths drop out or simply never pass enough classes to graduate.

The Alternative Program at San Jose High School, beginning its third year, serves 90 youths annually who are from throughout Santa Clara County and who have not succeeded in conventional schools. Some program participants have attended high school for two years without gaining any units toward graduation. Participating students stay together during the morning with one of two teachers involved in the program. Afternoons are spent in regular courses or in one of a variety of community-based training or work programs.

Learning objectives and content. The Alternative Program's two teachers fundamentally believe that their students have been unable to develop a sense of pride and competence within the conventional secondary school structure. One student described the program as "a second chance for me" in making it through high school.

The program integrates basic literacy skills with a variety of social studies. Most participating students read at the fifth grade level. High interest, low-level reading materials are used extensively, augmented by worksheets requiring reading and written responses.

The program provides students a more secure, consistent environment for the first half of each day. Teachers have good rapport with students. Teachers, however, have clear expectations about social behavior and academic performance.

The student selection process seems critical for communicating student expectations and program structure. Teachers meet with the referred student and parents to explain the program. Expectations about attendance, classroom social behavior, and level of effort in school work are clearly presented. The student and parents then choose whether the program is appropriate. Ongoing parent contacts to discuss problems and successes experienced by students are maintained through conferences and phone calls.

Within this structure, students are asked to reflect on their values and feelings. For example, in discussions about jobs and life-styles of different people, personal characteristics and values are contrasted. Ethnic history, taught by teachers who share students' backgrounds, connects more directly with social and employment conditions facing these youth.

Teachers try to avoid lecturing. Group discussions encourage participation by all students. Discussion

between teacher and student also occurs as youth work individually on assignments which integrate reading, writing, and social studies.

Alternative Program staff follow how their students are doing in afternoon courses. When problems arise, the staff work with other teachers to help them become more sensitive or to counsel students to resolve the problems. The program staff, working with a variety of community agencies, also develop vocational training or employment opportunities that range from part-time jobs to academic work with San Jose State University's Upward Bound program. This degree of coordination with community-based learning and work alternatives seems exemplary.

Resources and costs. The program, after being cut back following Proposition 13, receives slight additional support through an additional preparation period for each of the teachers and a part-time secretary. These resources are scarcely sufficient to develop rich parent contact, extensive student counseling, linkages with regular teachers, vocational training, employment, and tutorial programs serving students in the afternoons.

Attendance of Alternative Program students is at least comparable to the schoolwide rate, bringing additional state dollars to the school and district.

Contact person: Sal Basquez
San Jose High School
275 North 24th Street
San Jose, CA 95112

Fresno Unified School District

"... the family is no longer instructing the children in child rearing and marital skills ... presently, other members of the class and I are trying to get a parenting class started."

—Letter to Fresno superintendent from Yvonne Berenguer, Vallejo High School student

Located in the heart of the Central Valley, the Fresno Unified School District recently mandated that every high school student take a parenting course. This move expresses a desire to improve the quality of life for mothers and families. Each year, half of all single mothers who give birth in Fresno County are teenagers, totaling almost 9,000 women. Over 1,800 women under 20 years old receive abortions each year; this group comprises 40 percent of all recorded Fresno County abortions. Almost 100 abortions are performed annually on young women under the age of fifteen.

Fresno Unified School District has mandated that every high school student take a parenting course.

Learning objectives and content. The Fresno Unified District has been developing a voluntary parenting and family skills program for several years. Child care centers at four high schools are a highly visible (and at times noisy) part of campus programs. Fundamentally, the on-campus centers avoid stigmatizing attacks on the self-concept of teenage mothers who wish to continue their schooling. The centers provide direct learning opportunities in studying child development and parenting. Centers also serve as vocational training sites for potential child care workers. The content and priorities of each participating high school's program are unique. Pieces of two schools' curricula will be reported on here.

Structured classes in sociology and family living explore self-images, personal values, and parenting. The curriculum at Fresno's Hoover High School begins with students discussing various areas of self-understanding: (1) interpersonal skills, such as tolerance and handling disagreements and criticism; and (2) personal values and philosophies, such as one's feelings of altruism. The class moves into social relations, such as family issues, differing attitudes toward sexual behavior and roles and responsibilities within marriage. Then a unit on "understanding oneself as a parent" is explored, which includes family planning, differing values regarding child care and rearing, and developmental stages of children. Actual observations

And Fresno has also developed specific means for integrating basic literacy skills with growth in affective competencies.

of children occur in Hoover High's child care center (serving children of students and staff).

These structured explorations of students' self-concepts and feelings regarding social relationships address issues facing youth otherwise ignored by conventional curricula which address only cognitive skills. For example, on a simple worksheet asking students to sketch and write about the view they had of themselves and the views they believed others had of them,

One committed and skilled individual within a district office can successfully lead the implementation of program improvements.

one Fresno girl described herself as hard-working and friendly. However, she described her friends "as seeing me" isolated from social groups. She felt her mother viewed her as a drug addict, since her brothers used different drugs. She believed her father viewed her as a whore. The teacher we interviewed was unsure how the girl might be helped. At least the problem had been identified.

Fresno has also developed specific means for integrating basic literacy skills with growth in affective competencies. For example, one oral and written language skills curriculum unit explores how social behavior or roles often obfuscate true feelings For example, a person may behave as if he or she is always right, tell only of personal interests, be very competitive, or always conform to the group. These roles and "social games" may be motivated by a student's lack of self-confidence, desire to gain popularity, or need to escape an uncomfortable situation. Oral discussions and written exercises are structured around these topics.

Developmental process. Fresno Unified School District's initiative demonstrates how one committed and skilled individual within a district office can successfully lead implementation of program improvements. For several years, Maxine Rodkin has mobilized community groups and school actors to support and help nurture this comprehensive parenting program, which integrates on-campus child care centers and classroom curriculum. As in other areas, such as Kern High School District and the Los Angeles County Superintendent's Office, Fresno homemaking curriculum coordinators are playing a powerful organizing role in creating parenting programs.

Maxine Rodkin has demonstrated how the parenting issue can develop support from various community groups and youth-serving agencies. Agencies concerned with juvenile justice, child abuse, and single parents are very interested in more preventative strategies. Fresno has also found that classroom instructional aides, often parents of school-aged children, are valuable contacts in building parent and neighborhood support for parenting programs.

Contact person: Maxine Rodkin
Fresno Unified School District
Tulare and M Streets
Fresno, CA 93721

Open Road's Student Involvement Network

Community organizations at times may assist schools in improving school climate and addressing affective learning areas. Open Road, a nonprofit organization operating a variety of youth programs in San Diego, Los Angeles, Santa Barbara, and San Francisco, is one interesting example.

Open Road's "Student Involvement Network" is a set of school-based efforts designed to address the problems of student apathy, school violence, intergroup tension, and vandalism. Their approach focuses on working with the school principal to involve a variety of students in problem solving and in improving school policies. Open Road's programs seek to improve self-concepts and a sense of social efficacy held by students who are conventionally alienated from the mainstream student social structure.

The authors visited Open Road's project at Van Nuys High School, one of ten California schools involved with the network throughout the state.

Learning objectives and content. The core of this approach is the creation of a "leadership training class," taught by a regular faculty member. The class is composed of leaders or dominant personalities from various groups throughout the student population. Often, conventional student government and school activities involve one type of student. Working with

advice from a variety of campus staff, students from various student subcultures are invited to become involved in the leadership training class. This selection process is critical in bringing together youth with different academic skills, ethnic backgrounds, and group or gang affiliations. This initial objective is to involve meaningfully those youth most alienated from the school environment.

The leadership class is structured first to identify issues concerning the school. These include vandalism, stealing among students, use of drugs, inadequate instructional programs, and lack of teacher evaluation by students. Action strategies are then devised to address identified problems. The leadership class often works with a schoolwide "concerned students' organization."

As students work together in determining problems and acting collectively, several skills are learned: understanding and interpreting diverse opinions and information, group decision making, problem analysis and problem solving, negotiating skills, and sequential planning of decision making and action. Open Road's handbook for the class suggests specific ways of addressing these learning objectives. For example, exercises in critically listening to opinions and role-playing activities to help students understand diverse viewpoints are included.

Leadership groups have reportedly achieved real impact on school climate and policy. Acts of vandalism and violence have dropped on some campuses. As students learn ways of exercising influence and assuming responsibility for their school, gains in self-concepts and skills are perceived by teachers and principals involved. One class designed a rumor-control network as a way of diffusing exaggerated information between student groups regarding fights. At Santa Barbara High School, students recommended a lower allocation of school improvement (SIP) funds to the ESL program since college work-study students could serve as aides at less cost. Other leadership classes have distributed information on students' legal rights and designed student conduct rules regarding smoking and drugs on campus.

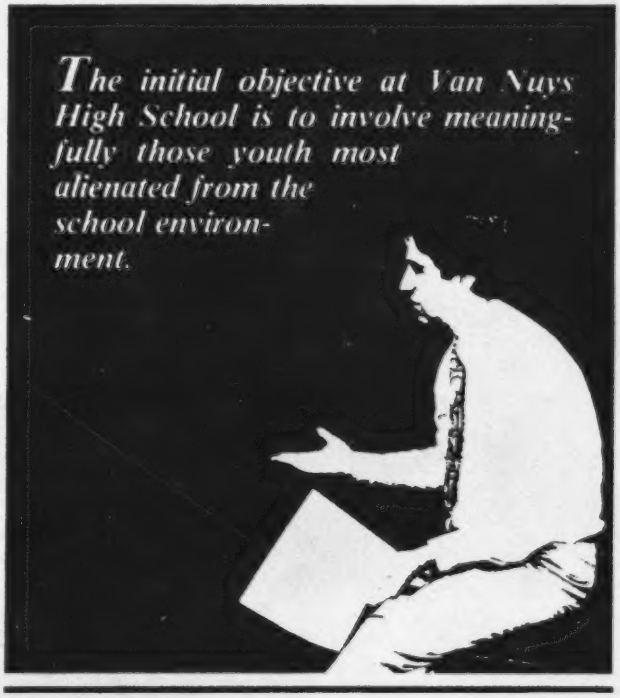
Fundamentally, the Open Road approach suggests that when alienated students are asked to participate and learn skills for influencing the school's social system, greater social cohesion and collective decision making will improve both the school environment and affective states of individual students involved.

Developmental process. Open Road's role is to assist interested schools in setting up the leadership training class. Each school must have a principal open to hearing and involving students as well as a skilled teacher-sponsor for the class. The long-run viability of the student involvement process rests with each school's receptivity to discussion and improvement of school climate. Open Road provides a technical assistance and organizing role. Open Road is also pulling together teachers from participating schools to exchange ideas and experiences. Open Road is now organizing a process for student involvement and contributions to Los Angeles' desegregation debate..

Required resources and costs. Most support for the leadership training class and its teacher-sponsor is provided through the regular state financing process (based on units of a.d.a.). No added costs to the school site are required. Open Road's support is presently covered by Law Enforcement Assistance Act (LEAA) funds from the state Office of Criminal Justice Planning. Such preventative, developmental approaches appear to be a creative way for allocating juvenile justice monies. However, limited support of Open Road's approach permits very few schools to participate.

Contact persons: Melinda Moore
Open Road
155 9th Street
San Francisco, CA 94103

David Reiss
1429 Summerland
San Pedro, CA 90733


The initial objective at Van Nuys High School is to involve meaningfully those youth most alienated from the school environment.

Tulare Follow-Through Program

An hour's drive south of Fresno, Tulare is a rural town of 20,000 in the middle of the San Joaquin Valley. Tulare's Follow-Through Program is based at Lincoln Elementary School, serving 300 youngsters, kindergarten through third grade. The student population is 62 percent Mexican-American and 30 percent black; over 40 percent of the students have a single parent at home.

In contrast to ambiguous evaluation findings regarding the national impact of federal compensatory programs, evidence indicates that Tulare Follow-Through is one program that works. Reading scores have jumped ten percentile points against national norms in the past three years. Average daily school attendance has increased to 93 percent. Students working with the most skilled teachers have made remarkable gains. Migrant families are finding ways of keeping their children in school.

Learning objectives and content. Tulare Follow-Through has pioneered various ways to involve parents in their children's learning process. Integrated methods use individual parents as teachers and learners. For example, "Home Learning Centers" place trained parents in a teaching role through afterschool, home-based lessons twice a week. "Home Secrets" reinforce parent support of learning at home by providing enrichment lessons for the individual parent and his or her youngster. A structured parenting program in child rearing and family relations is also provided for parents. Parents are trained as group leaders who then organize and facilitate parenting discussions.

The parenting education curriculum explores how parents can inquire about, and explore their child's views and feelings of, early experiences and interactions, including the child's perception of his or her own skills and self-image. Parent expectations regarding school performance and reinforcement techniques are also explored.

Emphasis is placed on oral language development as a foundation for integrated cognitive and affective learning. Across cognitive and motor skill areas—such as listening, vocabulary development, and physical competencies, body awareness, and movement—self-images, family, and community people and characteristics are discussed. Affective related ideas, particularly knowledge of self and social environment, are defined and manipulated utilizing more cognitive competencies.

Teachers employ specific conversational techniques linking oral language development, awareness of self, and manipulation of concepts. For example, Follow-Through teachers may ask a youngster a question, such as,"How do you feel about that?" and request that a response be stated in a sentence. Then, often a second response is requested that does not begin with "I feel . . ." so that a student will be forced to use a more complex sentence structure than he or she used in the first response. Ideas and feelings are later broadened through construction of compound sentences.

A distinct social education component forms a part of the Tulare curriculum. Various curriculum units explore ways children can share their interests and feelings with others, ways in which people communicate to others, differences and similarities in families and neighborhoods, environmental knowledge, and social interdependence.

Developmental patterns. Tulare's project is recognized as an exemplary effort within the national network of Follow-Through programs. Tulare's federally-funded resource center is staffed and organized to export curriculum components and parent participation strategies, including on-site staff development workshops. Tulare is very able, not only in disseminating information but also in working with teachers, principals, and district staff over a period of time to help implement successful components within various local contexts.

Tulare's strategy is enhanced by a strong principal who can facilitate collective decision making and

In Tulare's Follow Through Program, emphasis is placed on oral language development as a foundation for integrated cognitive and affective learning.

Mt. Diablo's center for independent study seeks to find learning environments within which students may gain a sense of achievement.

coordination among teachers. Staff commitment is also necessary to help implement parent involvement efforts.

Resources and costs. As a participant in the National Diffusion Network and through collaboration with the Southwest Educational Development Laboratory, Tulare's staff development and dissemination resource center benefits from federal Follow-Through funding. Lincoln School's own Follow-Through program is also aided by ongoing categorical support. However, the successful experiences, classroom organization strategies, and curriculum materials could be realistically adopted within regular school budgets, provided teacher and principal commitment is evident. The availability of Title I or School Improvement Program funds would likely improve the benefits gained by local adaptation of Tulare's techniques.

Contact person: Ione Waite
Follow-Through Program
909 East Cedar, Room B
Tulare, CA 93274

OUTREACH—A Center for Independent Study

OUTREACH, a program of the Mt. Diablo Unified School District in the San Francisco east bay area, is housed in an off-site location, separate from any school campus. The facility is open in design, energized by staff conferring with, and tutoring, students. OUTREACH is one of over 200 structured independent study programs resulting from 1976 legislation (SB 1591, by Senator Arlen Gregorio). The program offers alternative learning opportunities for over 600 high school students each year. The legislation allows the school district to collect state school funds for learning opportunities occurring in the community, provided the student is supervised by a credentialed teacher.

Two-thirds of OUTREACH's students were unable to achieve in the conventional high school setting, dropped out, or attended school infrequently. SB 1591 encouraged the Mt. Diablo district to restructure learning experiences around community-based work rather than trying to convince students to keep attending conventional classes or simply giving up on these youth. The remaining one-third of OUTREACH's students are high achievers seeking enrichment experiences through college-level courses or apprenticeships with community members.

OUTREACH also serves as the clearinghouse for a statewide association of independent study programs, the California Consortium of Independent Study (CCIS). This network includes many teachers and school staff with ideas about facilitating alternative (nonclassroom) learning experiences which enhance youths' sense of achievement and self-image.

Learning objectives and content. The center fundamentally seeks to find learning environments within which students may gain a sense of achievement. Low-achieving students are referred to the districtwide program by teachers, community agencies, the School Attendance Review Board, and juvenile probation. Individual students also hear of the program and make contact directly. Students may be involved with the program full-time, combining tutoring in basic literacy skills at the center with community-based learning. The formal curriculum also includes instruction in personal decision making and small group discussion.

While enrolled in a conventional high school program, other students may arrange for enhancement opportunities. For example, independent study has been arranged for students in choreography, Russian, and science training in actual laboratories. This program is not unlike independent study units offered within some high schools. However, a pooling of staff resources districtwide creates more opportunities for a broader range of students.

Formal learning contracts are developed jointly with the student and monitored by the teaching staff. In contrast to enrichment experiences, learning contracts with low-achieving students may emphasize basic literacy skills. Connections with the Employment Development Department and the Neighborhood Youth Corps also provide access to paid work opportunities which integrate formal learning.

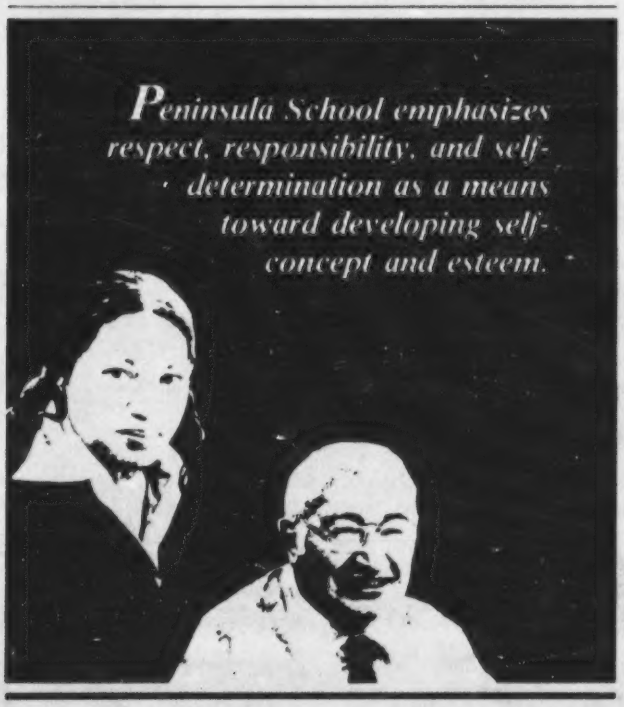
Available also through OUTREACH is the program "Easywriters," a high school gerontology curriculum uniting youth and the elderly in the community.

Students are trained to help senior citizens write letters and journals or to advocate on their behalf concerning problems with businesses, landlords, or neighbors. This program demonstrates how helping others can enhance cognitive skills, improve learning motivation, and improve one's perception of self-worth.

Developmental process. OUTREACH, which is four years old and well developed, offers a structural alternative for high school students. The program demonstrates how individual attention and placing considerable responsibility for learning on the youth help some students. This approach is assisting low and high achievers, those from impoverished backgrounds, and those from affluent families.

The new association of independent study programs is a useful model for uniting teachers interested in one alternative. The legislative approach of providing a fiscal incentive through apportionment allocations, rather than a categorical program, seems very useful. The Department of Education has also strengthened the burgeoning network of programs by cosponsoring an annual statewide conference held each spring.

Contact person: Mary Beth Wolford
OUTREACH Program
1026 Mohr Lane
Concord, CA 94518


Peninsula School emphasizes respect, responsibility, and self-determination as a means toward developing self-concept and esteem.

Peninsula School

Peninsula School, located in an affluent San Francisco Peninsula community, serves 250 children, kindergarten through eighth grade. A private school, Peninsula School, is located in and around a gracious old Victorian house surrounded by trees and unmanicured open space and greenery. The setting seems to convey feelings of openness, trust, and caring between teachers and children.

Learning objectives and methods. Peninsula School began during the progressive era well before World War II; its roots are apparent today. The school is significantly influenced by the free school philosophy. As elaborated below, basic literacy skills are not neglected. However, the student's affective state, social interaction and skills, feelings about learning, and creativity and spontaneity are considered primary.

Teachers, with significant diversity of individual styles, are open and candid with children. Some teachers have regular class meetings to plan and discuss class activities and projects. Often class meetings will be called to discuss social friction between class members. For example, students at times feel they cannot work when a few others are noisy. Considerable responsibility rests with the children themselves to work out such differences.

Peninsula School emphasizes respect, responsibility, and self-determination as a means toward developing self-concept and esteem. A few teachers the authors talked with criticized teacher training programs (pre- and in-service) for not enabling teachers to interact with children in ways which enhance these means. In class and during free time, teachers and students appear informal and, indeed, are affectionate friends, respecting each other's views and feelings. This trust and shared ownership of the school build collective responsibility for problem solving. For example, when the school had to eliminate support for a janitor, the problem was discussed with the children; now children have work tasks to help maintain and keep the school clean.

The concensus over Peninsula's general learning objectives and philosophy provides clarity for both children and parents. In contrast to several schools that the authors visited, Peninsula's mission is clear; efforts to improve are often schoolwide, involving most staff. Nonetheless, variation among individual teachers' priorities is apparent. In part, this diversity is a function of children's age. For example, the seventh and eighth grade classes generally meet with one teacher just as the elementary grades do. However, formal class meetings are used more often to explore

Peninsula School crystalizes the issue facing many teachers who are seriously trying to blend instruction in cognitive skills and development of self-esteem.

emerging parent pressures to achieve or to answer questions resulting from the students' sexual awareness. As issues which influence the youth's self-image and confidence change, Peninsula's teachers are sensitive to adjust the classroom structure and to respond informally. Class discussions in these cases are facilitated, but not directed, by the teacher.

Developmental process. Peninsula School crystalizes the issue facing many teachers that the authors talked with who are seriously trying to blend instruction in cognitive skills and development of self-esteem. Summerhill-type free schools historically have emphasized learning through self-discovery, trust in the child's natural impulses and choices, and a variety of activities by which a child explores his or her competence and influence. Teaching of the three Rs is historically associated with contrary assumptions regarding the nature of childhood and the adult world. A more structured learning situation, emphasizing teacher-directed transmission of knowledge to students, is desired within this model. Students are viewed as less able and are less frequently expected to make decisions. Social problems between children are simply settled by adults. Problems and insecurity over sexuality, life-styles, or work choices are either ignored or responded to by one dominant set of moral values and "answers." Distinct teaching styles and ways of relating to youth stem from each of these models of learning and youth development.

Peninsula School, like Valley Alternative School in Los Angeles, is trying to accommodate these two models better. The approaches historically have been viewed as conflicting, due mostly to the assumptions about children associated with each. However, in responding to differing views among parents and staff, Peninsula is eagerly trying to integrate these two models.

Presently, students spend mornings in more structured classroom activities. Varying again with students' ages, lessons focus on cognitive areas: verbal language, math, writing, reading, and social studies. Afternoons are spent on student-chosen activities, varying from wood-shop projects to student-produced plays.

Some teachers and parents, however, are pressing for "more structure" and greater emphasis on basic literacy skills. In the past, the school has assumed that given the community's affluence, children's language skills would develop, in part, independent of school activities.

The authors attended one parent meeting where the philosophical debate was clear and candid. Some parents felt that their children were entering public high schools with unjustifiably low basic literacy skills. Substantive evidence was scarce on either side. Yet, differing perceptions sparked the debate.

Peninsula is exploring ways to respond. When teachers decide to increase time allocated to more structured instruction in, say, writing or math, is a degree of student choice lost? Must interpersonal trust and affection be lost? Does clearer articulation of student performance objectives in spelling or math decrease opportunities to achieve on other tasks and be creative in other ways? Does a greater level of teacher direction during part of a student's day really forego opportunities for explicitly addressing student choice and building esteem elsewhere in the curriculum?

Resources and costs. Peninsula teachers report spending considerable time planning with other teachers and meeting with parents. Collective decision making among staff and parents is refreshing and, at times, tiring. Yet, Peninsula is, in many ways, a community for students, parents, and teachers. Support comes from within this community. The trusting, affectionate atmosphere seems to nurture reflection and a cooperative spirit that responds to differences through open dialogue and results in genuine improvement.

Contact person: Elizabeth Aitken
Peninsula School
Peninsula Way
Menlo Park, CA 94025

Far West High School

Far West High School, an alternative secondary school serving 150 innercity Oakland youth, grew from early "career education" efforts. Distinct from specific vocational skills training, Far West High School facilitates work and research experiences in a variety of community settings. The emphasis is on enabling youth to better understand workplaces and making "career choices" from direct and diverse exposure to community settings.

Like other alternative schools that the authors visited, Far West is exploring how to integrate broader community experiences, formal instruction in basic literacy skills, and a more humanistic school climate.

Learning objectives and methods. The principal and staff at Far West believe they serve a cross section of Oakland youth. As in most innercity high schools, the range of reading levels is very wide. Far West does, however, have the advantage of selecting from youth who have applied to enter. Selection criteria do not necessarily emphasize academic skills. Instead, curiosity about community experience and the ability to be self-directed are explored with the student applicant and parent(s). This more formal selection process serves to clarify the school's learning objectives and performance expectations.

Both youth and parent participation in the explicit choice process helps build joint ownership in school activities. Also, the first week of each year focuses exclusively on orienting students to the school's objectives and means of accomplishing learning tasks.

The staff self-consciously attempts to build a personalized climate. This is a bit easier at Far West, given the relatively small (150 student) enrollment. Nevertheless, the student/teacher ratio is 30/1—similar to most high schools. Far West's staff feels that closer interaction between teachers and students, and among themselves, improves attitudes of respect and caring for each other and enables the school to achieve its objectives.

Basic literacy skills are emphasized every Monday, Wednesday, and Friday through math, reading, and writing classes. More divergent discussions are covered in government and literature classes on Tuesdays and Thursdays.

Each student spends five hours per week on one of three community research projects to be completed each year. Working with 80 community sponsors throughout the Oakland area, Far West provides students an exploratory apprenticeship in various areas. For example, one student worked 12 weeks with a public housing authority counselor, studying the problem of child abuse. Another student, working with a planned parenthood organization, did research on how information and services are provided to the community.

Far West's staff help students write structured reports on their experiences. These reports, often based on direct student interviews, explain, in part, the characteristics and functions of jobs involved within the organization. The structure of required write-ups often is integrated with classroom instruction. For example, a student's child abuse study emerged from a class discussion of reasons underlying this social problem.

The one-to-one relationship with different adults in the community is emphasized. Business and public agency sponsors are reportedly enthused by the program. As a result, Far West High School receives broad-based support from the community.

The emphasis at Far West High School is on enabling youth to better understand workplaces and making "career choices" from direct and diverse exposure to community settings.

Developmental process. This alternative school was originally supported by the federal office of career education. The emphasis remains on enabling students to observe a variety of adult work roles—encouraging youth to examine their skills related to, and feelings about, different work settings. This philosophy differs significantly from specific vocational skills training. As the Oakland School District began assuming ongoing support of Far West, a local adaptation process occurred. More time is now being spent on basic literacy skills. Research on social issues by students is viewed as complementary to "career exploration."

The Far West model also could exist within a conventional high school. The small size and resulting closeness of the staff seem critical in building school climate and focusing on the school's philosophy and mission.

Contact person: Mrs. Perry
Far West High School
991 14th Street
Oakland, CA 94607

Part 5/Next Steps

Addressed in Part 2 and reflected throughout the case studies, school staff and parents act to improve students' self-concepts and the quality of interpersonal relationships when individual effort brings a reward through positive student, parent, and/or teacher feedback. Therefore, if local schools and state policymakers are curious about improvements, three specific means should be examined further.

First, the self-concept and human relations programs studied involve teachers' possessing skills both in (1) curriculum processes and how students interact; and (2) curriculum content and ideas discussed. School staff also appear skilled in working with others—teachers, parents, and principals—to collectively improve programs.

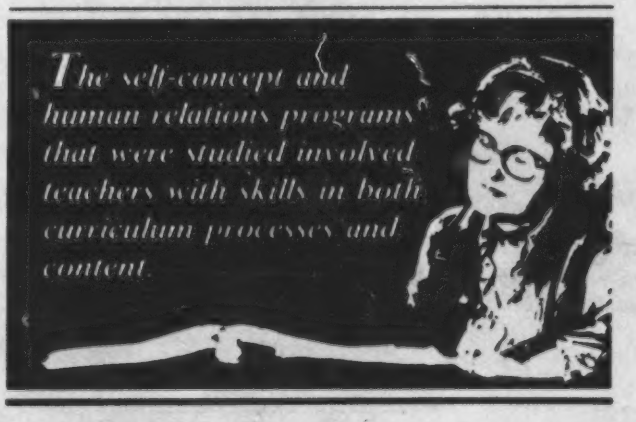
Second, the decision-making process within the schools visited recognizes and supports collective participation and discussion by teachers and parents. Individual effort appears to be greater when school staff hold collective responsibility and interest in improving curriculum. This participatory model is also evident within departments, such as some home economics departments' progress in developing parenting programs.

Third, resources, including personal energy, dollars, and/or ideas, are required. Within leveling school funds statewide, people in the community, supportive of human development efforts, have been found to be a valuable "resource" in implementing several programs reported in the case studies.

Given these key locally determined ingredients, a categorical definition and uniform response to a many faceted problem seems unproductive. As outlined throughout the report, agreement on a single blueprint for improving students' self-concepts and interpersonal skills does not exist.

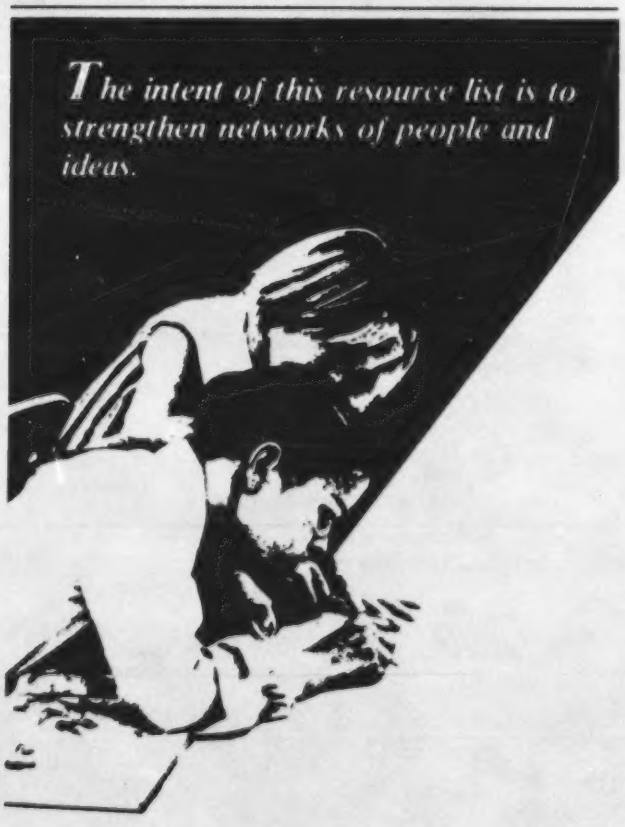
Within these themes the Department of Education is beginning to discuss:

1. How this report may be distributed on an ongoing basis through established dissemination channels, including the Department's staff development efforts.
2. Whether ideas and methods discussed in this report might be utilized to improve the ongoing school review and funding process of the consolidated categorical programs.
3. How state and federal funds, administered by the Department, might be better coordinated to maximize local program improvements (particularly in the parenting area), including monies from Title IV-C, SIP, vocational education, school health teenage pregnancy, counseling and guidance, state CETA, and the Office of Child Development. Clearer coordination and possible consolidation of funds of fragmented parenting programs could reduce local administrative costs and unnecessary duplication, while clarifying state policy and commitment. Improved information about funding sources, could be disseminated by the California Task Force on Parenting or by the Department.
4. The desirability of providing more specific information, perhaps through a brief pamphlet, on parenting programs which could help link school staff and community groups.
5. The usefulness and feasibility of field testing a brief survey of students' views of the overall school climate, for possible inclusion in the California Assessment Program. An incremental extension of student background data already collected, this information would broaden the information available to schools, parents, and the media provided through the program.


The self-concept and human relations programs that were studied involved teachers with skills in both curriculum processes and content.

Part 6/ Resource and Networking Information

This section includes (A) references footnoted in the report narrative; (B) a list of additional written literature and curriculum materials; (C) bibliographies and resource lists on self-concept and human development; (D) a list of additional programs the authors were unable to visit, including individuals who are working in the self-concept and interpersonal skill areas. The intent of this resource list is to strengthen networks of people and ideas. None of these materials has necessarily been "validated" or "endorsed" by the Department of Education. If you have trouble locating these resources or people, write Bruce Fuller or Ginny Lee at the School of Education, Stanford University, Stanford, CA 94305.



A. Footnotes

(1) *San Francisco Chronicle,* "Parents List Their Worries About Schools," September 5, 1979.

(2) Assembly Subcommittee on Postsecondary Education, *Unequal Access to College,* California Legislature, Sacramento, 1975.

(3) For example, Brookover, Wilbur, and others, *Schools Can Make a Difference.* East Lansing: Michigan State University, 1977.

(4) Contact person: Ples Griffin, Bureau of Intergroup Relations; Department of Education 721 Capitol Mall, Sacramento, CA 95814. *Guide for Multicultural Education,* Sacramento: California State Department of Education, 1977. Banks, James A., *Teaching Strategies for Ethnic Studies,* (second Edition), Boston: Allyn and Bacon, 1979. The issue of cultural differences in affective instruction is examined in: Zimmer, R., "Necessary Directions for Anthropological Research on Child Care," *Anthropology of Education,* fall, 1979.

(5) Art education contact person: Kay Tolladay, Fresno Unified School District, Tulare and M Streets, Fresno, CA 93721. *Arts Prime Time,* published by Communicart, P.O. Box 4195, Santa Clara, CA 95054. Eisner, E., "What Do Children Learn When They Paint?" *Education Digest,* September, 1978. Environmental education contact person: John Harter, School of Education, University of California, Berkeley, CA 94720. Math anxiety contact person: Lenore Blum, Mills College, Oakland, CA 94613.

(6) Assembly Bill 65 (Chapter 894, Statutes of 1977), Education Code Section 52000.

(7) Authorized by California Education Code Section 4200.

(8) Senate Bill 190 (Chapter 249, Statutes of 1979), State Budget Bill, 1979-80.

(9) Elam, Stanley (ed). *A Decade of Gallup Polls Toward Education, 1968-1978,* Bloomington, Ind.: Phi Delta Kappa, 1979.

(10) Reasoner, R. "A Matter of Priority," *California School Boards,* December, 1973.

(11) *Compilation of Fall 1974 Goals, Subgoals and Priorities Meeting Goals Collection Criteria,* Sacramento: Joint Legislative Committee on Educational Goals and Evaluation and Department of Education, January, 1975.

(12) Brookover, W., and others. *Schools Can Make A Difference,* East Lansing: Michigan State University, 1977. Brophy, J., and Good, G. *Teacher-Student Relationships, 1974.*

(13) Considerable research examines these issues in more depth: Massey, G., *Self-concept, Personal Control, and Social Context Among Students in Innercity High Schools.* Stanford University, School of Education, Doctoral Dissertation, 1975. Purkey, W., *Inviting School Success: A Self-Concept Approach to Teaching and Learning,* Belmont, Calif.: Wadsworth Publishers, 1978. Rogers, C., and others, "Social Comparison in the Classroom: The Relationship Between Academic Achievement and Self-Concept," *Journal of Educational Psychology,* February, 1978. Rosenberg, M., and Simmons, R., *Black and White Self-Esteem: The Urban School,* Washington, D.C.: American Sociological Association, 1971. Luepton, L., "Parental Status and Influence on the Achievement Orientation of High School Seniors," *Sociology of Education,* winter, 1975.

(14) These and other materials are further discussed in: Mazzarella, J., *Improving Self-Image of Students,* Burlingame: Association of California School Administrators, 1978.

(15) Canfield, J., and Wells, H. *One Hundred Ways to Enhance Self-Concept in the Classroom,* Englewood Cliffs, N.J.: Prentice Hall, 1976.

(16) Contact: Maxine Rodkin, Home Economics Coordinator, Fresno Unified School District, Tulare and M Streets, Fresno, CA 93721. Fresno curriculum materials: "Exploring Childhood Goals and Objectives" and "Personal and Social Living."

(17) Smith, M. *A Practical Guide to Value Clarification,* La Jolla, Calif.: University Associates, 1977.

(18) Harmin, M., Kirschenbaum, H., and Simon, S. *Clarifying Values Through Subject Matter,* Minneapolis: Winston Press, 1973.

(19) Jensen, L. *That's Not Fair: Helping Children Make Moral Decisions,* Salt Lake City: Brigham Young University Press, no date. Mason, H., "Moral Thinking: Can It Be Taught?" *Psychology Today,* February, 1979.

(20) *Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships,* Sacramento: California State Department of Education, 1976.

(21) The Department of Education's school review process, utilized for schools receiving consolidated categorical funds, begins to address self-concept and interpersonal skill development. See: the Department of Education's "School Plan, 1979-80, Reviewers' Manual"; and consolidated program handbooks for assessing elementary and secondary schools. Also: Office of Intergroup Relations, "Improving the Human Environment of Schools," Sacramento: California State Department of Education, 1979.

The Department of Education's school review process begins to address self-concept and interpersonal skill development.

(22) Schweikert, Mary Ann, "A Basic Skill," *California School Boards,* September, 1979, p. 17.

(23) *Ibid.*

(24) *Ibid.*

(25) County CETA and school district offices will be able to provide information to interested school personnel.

(26) Brown, George I. *Human Teaching for Human Learning,* New York: The Viking Press, 1971, p. 3.

(27) Studies in confluent education originated with the work of Professor George I. Brown of the University of California, Santa Barbara. His work began with a pilot project exploring integration of the affective domain with the school curriculum; this grant was provided to Dr. Brown and the Esalen Institute by the Ford Foundation. His work continues at the center for Development and Research in Confluent Education at UCSB. An introduction to this approach is described in his book, *Human Teaching for Human Learning.*

(28) Brown, *op cit,* p. 6.

(29) Kickbusch, Ken, "Values Education in a Confluent Social Studies Curriculum," *The Confluent Journal,* No. 8, fall, 1978, p. 3.

(30) *Ibid.,* p. 6.

(31) Brookover, Wilbur B., et al. "School Social Climate and Achievement," *American Educational Research Journal,* spring, 1978, p. 316.

(32) *Ibid.,* p. 31A.

(33) Materials on factors and determinants of school climate are taken largely from Fox and others, *School Climate Improvement: A Challenge to the School Administrator,* available from the Nueva Learning Center, Hillsborough, California; Also Clark, *Improving the School Climate,* ACSA Operations Notebook 19, available from the Association of California School Administrators, Burlingame. Two sources of assessment instruments are Dolph, B. J., and P. B. Novotney, *Prescriptions for Principals,* Los Angeles: Educational Resource Association, 1974; and Fox and others. *Diagnosing Professional Climate of Schools,* Fairfax, Va.: NTL Learning Resources Corp., 1973.

For a list of publications available from the California State Department of Education, write to the Bureau of Publications, P.O. Box 271, Sacramento, CA 95802.

B. Additional Written Resources

1. *Communication, Awareness, Responsibility, Environment: Teacher Advisement Program,* Fresno: Fresno Unified School District, contact: Richard Brown, Guidance Services, Fresno Unified School District.
2. Coopersmith, S. *Developing Motivation in Young Children,* San Rafael: Albion Corp., Co., 1975.
3. Felker, D. *Building Positive Self-Concepts,* Minneapolis: Burgess Publishing Company, 1974.
4. Reasoner, R. *Classroom Activities to Enhance Self-Esteem,* Los Altos, Calif.: Los Altos School District, 1978.
5. Mazzarella, J. *Improving Self-Image of Students,* Association of California School Administrators, 1978. ACSA publishes a variety of monographs and staff development materials in the area of self-concept, school climate improvement, and school community councils. Contact: Jim Olivero or Gail Bulatao: ACSA, 1575 Old Bayshore Highway, Burlingame, CA 94010. Jim has many useful materials on school climate; for instance, Clark, F., "Improving the School Climate," ACSA, 1977.
6. Metcalf, L. *Values Education: Rationale, Strategies, and Procedures,* Washington, D.C.: National Council for the Social Studies, 1971.
7. Rogers, C. *On Personal Power,* New York: Delacourt Press, 1976.
8. Bilingual self-esteem materials: Caracolitos Books, The Economy Company, P.O. Box 25308, Oklahoma City, OK 73125. Yo Soy Asi (Got to Be Me), Developmental Learning Materials, 7440 Natchez Avenue, Niles, IL 60648. Contact: Dale Zevin, Santa Cruz, Calif. (408) 462-3713.
9. Scharf, P. *Moral Education,* Davis, Calif.: Responsible Action, Inc., 1978.
10. Philips, G. and others. *Group Discussion: A Practical Guide to Participation and Leadership,* Boston: Houghton Mifflin, 1979.
11. Hart, G. *Values Clarification for Counselors,* Springfield, Ill.: Charles C. Thomas Pub., 1978.
12. Reasoner, R. "Enhancing Self-Esteem in Children," Los Altos: Los Altos School District, 1978.
13. Oakland Unified School District, "Parent Education: Adult Education Curriculum Guide," spring, 1978. Contact person: Bob Williams, Oakland Unified, 1025 Second Avenue, Oakland, CA 94606.
14. Head Start Bureau, Administration on Children, Youth, and Families, "A Leader's Guide to Exploring Parenting," Washington, D.C.: Department of HEW, 1978.
15. Evaluation materials: Plakos, J., and Russell, D. "Measuring and Evaluating the Affective Domain in School Programs" (draft), 1979. This guide will assist schools to integrate affective and interpersonal skill goals into minimum proficiency tests. Contact person: Dale Russell, Los Angeles County Superintendent's Office, 9300 East Imperial Highway, Downey, CA 90242. Also: Oakes, P., "A Longitudinal Study of the Effects of the ECE Program" (draft), San Juan Unified School District, Research and Evaluation Department, 1979.
16. Olsen, L. *Lost in the Shuffle: A Report on the Guidance System in California Secondary Schools,* San Francisco: Citizens Policy Center/Open Road, 1979.
17. "Improving the Human Environment of Schools: Problems and Strategies," *Bureau of Intergroup Relations,* Sacramento: California Department of Education, 1979.
18. Jamieson, J., and Harter, J. (eds.) "Professional Development in the Mt. Diablo Unified School District," School of Education, University of California, Berkeley, 1977. The report, sponsored by the university and the local teachers' association, examines teachers' own views of staff development activities.
19. McLaughlin, M. *Parent Involvement in Compensatory Education Programs,* Cambridge, Mass.: Harvard University, Center for Educational Policy Research, undated.

C. Bibliographies and Resource Lists on Self-Concept and Human Development

1. Simpson, E., and Gray, M., *Humanistic Education: An Interpretation,* Cambridge, Mass.: Bellinger Publishing Company, 1976.
2. Valett, R. *Humanistic Education: Developing the Total Person,* St. Louis: Mosby Company, 1977. Contains extensive list of curriculum materials and very thorough overview of humanistic concepts.

D. Helpful People and Programs

1. Ed Lewis, California School Boards Association: Ed Lewis is working with a network, The Curriculum Alliance, encouraging teachers and school boards to improve curriculum.
2. D. J. Peterson, Staff Development Office, Department of Education, Sacramento: D. J. Peterson has considerable information on staff development centers and efforts supported by the Department.
3. Pat Campbell, San Ramon Valley Unified, Danville: Pat Campbell is designing a parenting curriculum, working with Catherine Welsh, Bureau of Homemaking Education, Department of Education, Sacramento.
4. Vera Casey and Greba Jackson, Berkeley Unified School District: Both women are working with Berkeley's parenting program.
5. Grace Hibma, Los Angeles County Superintendent's Office, Downey: Grace Hibma provides parenting curriculum materials and staff development for many schools in the Los Angeles area. The Los Angeles Superintendent's Office, through the Educational Resource Consortium, coordinates staff development in a variety of areas. Contact person: Carol Fox (213) 922-6353.
6. Nel Noddings, School of Education, Stanford University: Nel Noddings is currently writing on qualities of human caring; she also teaches in the areas of math education and affective curriculum.
7. Cheri Duncan, Roseland School, Sonoma County: This school was praised by the SIP school review team for efforts with integrating self-esteem and drug education curriculum.
8. Roger Skinner, Walnut Valley Unified School District, Walnut: This district has a variety of programs to enhance self-concept.
9. Tony Martino, Omochumnes Alternative High School, Elk Grove: Omochumnes has a very specific process for building school climate.
10. Hanford Rants, Gahr High School, Cerritos: Gahr is one of many schools that has a peer counseling program.
11. James Piatt, Delta High School in Santa Maria (805) 937-6356: Delta self-consciously works to improve school climate.
12. James Mathiott, Ohlone Elementary School, Palo Alto: Ohlone is an alternative school integrating cognitive and affective objectives.
13. Tony LoBue and Donald Slezak, Scotts Valley Union School District, Santa Cruz County: This district has developed a comprehensive curriculum in the areas of self-concept, communication, and values exploration.
14. Elaine Harper, Grace Miller Elementary School, La Verne (Los Angeles County): This school has integrated several self-concept objectives into their school site plan.
15. Joseph Roberts, Newark Unified School District, Newark: A group of Newark teachers are operating confluent classrooms.
16. Earl Watson, Demonstration Programs in Reading and Mathematics: Department of Education, 721 Capitol Mall, Sacramento 95814.

APPENDIX 1

Characteristics of Elementary and Secondary Schools Sampled

Type of school and type of data	School size			Percent of parents in school attendance area on AFDC			School area		
	1—373	374—555	556+	0—6	6—15	15+	Urban	Sub-urban	Rural
Elementary schools (N=1,608)									
Number of sampled schools, by increment	575	551	482	539	562	507	347	932	316
Mean school size	241	459	788	469	466	521	607	508	283
Mean AFDC percent	12%	12%	15%	2%	10%	27%	21%	12%	12%
	1—338	338—1,633	1,633+	0—4	4%—10%	10%+	Urban	Sub-urban	Rural
Secondary schools (N=398)									
Number of sampled schools, by increment	157	132	109	144	138	116	68	253	70
Mean school size	148	1,019	2,140	862	1,096	1,175	1,852	1,047	463
Mean AFDC percent	6%	9%	10%	1%	6%	22%	14%	9%	10%

APPENDIX 2

Factors Encouraging or Discouraging Efforts to Address Human Development Learning Goals

Factor and type of school*	Percent of schools reporting factor as encouraging efforts, by school size and SES			
	School size		SES level	
	Small	Large	Low	High
Q: To what degree do the following factors encourage or discourage school efforts to enhance students' affective growth and skills?				
Reported: "greatly encourage"				
a. Staff development				
Elementary	71	65	73	67
Secondary	69	45	54	68
b. Affective-related instructional materials				
Elementary	52	49	54	51
Secondary	62	39	53	58
c. Single textbooks				
Elementary	20	17	20	20
Secondary	18	16	21	22
d. Reports on existing affective programs				
Secondary	30	18	21	25
f. Parent attitudes and values				
Elementary	52	50	43	59
Secondary	35	40	38	62
g. Concern over basic literacy skills				
Elementary	57	57	54	58
Secondary	56	54	55	64
h. School site council (if operating)				
Elementary	62	59	59	68
Secondary	39	51	48	43
j. College admission requirements				
Secondary	15	44	35	29

*The factors are cited here to correspond with the questionnaire. Therefore, the alphabetical arrangement may not be consecutive because of the deletion of some factors (e.g., e and i).

APPENDIX 3

Copy of Survey Form Used in Study

Please return by May 31, 1979, to:

Affective Learning Survey Coordinator
Office of Program Evaluation and Research
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

County District School Code

Write the code number specified in the California Public School Directory, 1979.

To be completed by the school principal. We suggest this questionnaire be completed with the help of an individual or small group of teachers. Please indicate if you were able to do this: Yes ( ) No ( )

AFFECTIVE LEARNING SURVEY

1. Please provide information on number of students and faculty involved in each type of program. If the program is not currently offered, check the last column.

	Number of students enrolled this year	Number of faculty involved this year	Not offered
a. Exploration/clarification of personal values . . .			
b. Small group, magic circle discussions			
c. Independent study (within classrooms or off-campus)			
d. Multicultural education			
e. Aesthetic/art education			
f. Interpersonal relations groups			
g. Cross-age/peer tutoring			
h. Psychology course			
i. Community service experience			
j. Parenting: marriage and family			
k. Human sexuality			
l. Work experience			
Other: please list any other affective related effort _____ . .			
m. _____ . .			
n. _____ . .			

2. Please indicate the relative frequency with which the following events occur on the average within classrooms at your school. Circle your response.

	Occurs rarely				Occurs very often
a. Students choose their courses or instructional activities	1	2	3	4	5
b. Teachers lecture to the class	1	2	3	4	5
c. Students and teachers discuss personal feelings and problems	1	2	3	4	5
d. Students and teachers collectively decide future lesson plans	1	2	3	4	5

3. In addressing affective and social learning goals, how frequently do teachers at your school use the following methods? Circle your response.

	Rarely				Very often
a. Small group discussions of academic material .	1	2	3	4	5
b. Small group discussions of personal feelings or social classroom problems	1	2	3	4	5
c. Discussions with individual students about academic progress	1	2	3	4	5
d. Discussions with individual students about personal feelings	1	2	3	4	5
e. Discussions with parents	1	2	3	4	5
f. Discussions between counselors and individual or small groups of students about personal feelings and issues	1	2	3	4	5
Other: please add any other affective-related interactions					
g. _____ . .	1	2	3	4	5
h. _____ . .	1	2	3	4	5

4. Listed below are several issues facing schools. Please indicate how serious each issue is at your school. Circle your response.

	Not a serious issue				Very serious issue
a. Level of students' motivation	1	2	3	4	5
b. Student criticism of other students	1	2	3	4	5
c. Level of parent involvement in school programs.	1	2	3	4	5
d. Level of students' computational skills	1	2	3	4	5
e. Level of teacher morale	1	2	3	4	5
f. Level of student self-confidence	1	2	3	4	5
g. Level of students' reading and writing skills .	1	2	3	4	5
h. Students' knowledge of the job market	1	2	3	4	5
i. Level of students' interpersonal competencies .	1	2	3	4	5
j. Knowledge of parenting and family life	1	2	3	4	5
k. Awareness of community issues and problems . .	1	2	3	4	5
l. Knowledge of different cultures and people . .	1	2	3	4	5
Other: please list other issues					
m. _____ . .	1	2	3	4	5
n. _____ . .	1	2	3	4	5

5. At your school, to what degree do the following factors encourage or discourage efforts to enhance students' affective growth and skills. Circle your response.

	Greatly discourage				Greatly encourage
a. Staff development	1	2	3	4	5
b. Affective-related instructional materials . . .	1	2	3	4	5
c. Single textbooks	1	2	3	4	5
d. Reports on existing affective programs	1	2	3	4	5
e. Scheduling of classes	1	2	3	4	5
f. Parent attitudes and values	1	2	3	4	5
g. Concern over basic literacy skills	1	2	3	4	5
h. School site council (if you have one)	1	2	3	4	5
i. Communication between schools	1	2	3	4	5
j. College admission requirements	1	2	3	4	5
Other: please add other factors					
k. _____ . .	1	2	3	4	5
l. _____ . .	1	2	3	4	5

6. We are anxious to learn of particularly successful programs at your school which address affective growth. Please describe such efforts and feel free to send us any written material on these programs. Also identify a contact person, if you wish, with whom we might follow-up.

Contact person: _____

Thanks again for your help. We will send you our final report on the study early next year.

APPENDIX 4

Assembly Bill Requiring This Report

Assembly Bill No. 1674

CHAPTER 762

An act relating to public education, and making an appropriation therefor.

[Approved by Governor September 13, 1978. Filed with Secretary of State September 14, 1978.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1674, as amended, Vasconcellos (Ed.). Schools: Superintendent of Public Instruction.

Existing law does not require the Superintendent of Public Instruction to prepare any report identifying and analyzing good programs in any areas of instruction.

This bill would require the Superintendent of Public Instruction to prepare such a report identifying and analyzing prescribed good programs in specified areas of instruction and to submit this report to the Legislature and to disseminate a copy to each school and school district in the state.

This bill would appropriate $20,000 to the Department of Education to prepare and disseminate the report.

Vote: majority. Appropriation: yes. Fiscal committee: yes. State-mandated local program: no.

The people of the State of California do enact as follows:

SECTION 1. It is the intent of the Legislature to promote the investigation of effective educational programs in the area of personality development, since the Legislature finds that one of the major social problems in California is the healthy development of human personality, and since the Legislature finds that knowledge in this field is rapidly increasing and becoming available.

SEC. 2. The Superintendent of Public Instruction shall prepare a report identifying good school programs in all of the following:

(a) Human growth and development and the roots of human behavior:

(1) self-awareness

(2) self-esteem

(3) human relationships

(b) Development and clarification of values:

(1) moral development

(2) ethics

(3) character and values clarification

(c) Human relationships:

(1) parenting

(2) human sexuality

(d) The interrelation of the programs specified in subdivisions (a) to (c), inclusive.

The report shall specify how staff development, school environment, and parent involvement relate to the implementation of such programs.

The Superintendent of Public Instruction shall submit this report to the Legislature before January 30, 1980, and disseminate a copy of the report to each school and school district in the state before March 1, 1980.

SEC. 3. The sum of twenty thousand dollars ($20,000) is hereby appropriated from the General Fund to the Department of Education for preparation and dissemination of the report required by this act.

Other Publications Available from the Department of Education

Toward More Human Schools is one of approximately 450 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Accounting Procedures for Student Organizations (1979)	$1.50
Bilingual Program, Policy, and Assessment Issues (1980)	3.25
California Private School Directory	5.00
California Public School Directory	11.00
California Public Schools Selected Statistics	1.50
California School Accounting Manual (1981)	2.50
California Schools Beyond Serrano (1979)	.85
California's Demonstration Programs in Reading and Mathematics (1980)	2.00
Discussion Guide for the California School Improvement Program (1978)	1.50*†
District Master Plan for School Improvement (1979)	1.50*
Education of Gifted and Talented Pupils (1979)	2.50
Establishing School Site Councils: The California School Improvement Program (1977)	1.50*†
Foreign Language Framework for California Public Schools (1980)	2.50
Guide to California Private Postsecondary Career Education (1980)	5.00
Guide to School and Community Action (1981)	1.75
Guidelines and Procedures for Meeting the Specialized Health Care Needs of Students (1980)	2.50
Guidelines for School-Based Alcohol and Drug Abuse Programs (1981)	1.00
Handbook for Planning an Effective Reading Program (1979)	1.50*
History–Social Science Framework for California Public Schools (1981)	2.25
Improving the Human Environment of Schools (1979)	2.50
Instructional Materials Approved for Legal Compliance (1981)	3.50
Interim Guidelines for Evaluation of Instructional Materials with Respect to Social Content (1981)	1.50
Manual of First Aid Practices for School Bus Drivers (1980)	1.25
Monograph on Staff Development (1980)	1.50
New Era in Special Education: California's Master Plan in Action (1980)	2.00
Pedestrian Rules of the Road in California–Primary Edition (1980)	1.50
Physical Performance Test for California, Revised Edition (1981)	1.50
Planning for Multicultural Education as a Part of School Improvement (1979)	1.25*
Planning Handbook (1978)	1.50*
Proficiency Assessment in California: A Status Report (1980)	2.00
Proficiency Skill Development Kit (1980)	7.50
Putting It Together with Parents (1979)	.85†
Reading Framework for California Public Schools (1980)	1.75
Relationship Between Nutrition and Student Achievement, Behavior, and Health (1980)	4.00
Science Framework for California Public Schools (1978)	1.65
School Improvement: Making California Education Better (brochure) (1981)	NC*
Student Achievement in California Schools	1.25
Students' Rights and Responsibilities Handbook (1980)	1.50†
Teaching About Sexually Transmitted Diseases (1980)	1.65
Toward More Human Schools (1981)	1.75

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated.
*Developed for implementation of School Improvement.

LR79-13 03-0269 6-81 10M

82530 - 300 6-81 10 M - OSP